

Primary 1

Teacher's Guide

Term 1

Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect Plus*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international
quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki

Minister of Education and Technical Education

Contents

Scope and Sequence

Who am I?

Unit	Vocabulary	Language	Reading	Phonics
1 This is me	Greetings: *Hello, Goodbye* Appearance: *long hair, short hair, straight hair, curly hair, brown hair, black hair, blond hair, red hair, brown eyes, blue eyes, green eyes, glasses* Life stages: *baby, child, teenager, adult, elderly person*	Greetings and introductions *What's your name?* *What's his/her name?* *How old are you?* *I am six.* *He/She is seven.* *I have brown hair.* *He/She has glasses.* *Stand up!* *Wave goodbye!*	Reading: Descriptions and identifying people	CVC words Close pairs p/b: pen, bag
2 Meet my family	Family: *mom, dad, brother, sister, grandma, grandpa, aunt, uncle, cousin* Descriptions: *tall, short, young, old, funny, kind*	*This is my family.* *I have a sister. She is young. Her name is Lara.* *Do you help at home?* *Yes. I make my bed.*	Big families and small families	sh: ship, short ch: chair, teacher
3 In my community	At school: *classroom, playground, sports hall* In town: *school, park, houses, bakery, butcher's, market* At the park: *swing, slide, roundabout*	*Listen to your teacher.* *Don't run in the school.* *I can run. I can't swim.* *This store sells...*	This is my school. At the park	ow: throw, yellow oa: boat, coat o–e: nose, rope
Review 3	Revision of units 1-3			
Non-fiction extended reading		Homes around the world		

Who am I?

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Empathy and respect for diversity: Describing physical appearance **Critical thinking:** Dalia and I are alike.	**Cooperation:** Sharing and making friends **Tolerance and acceptance of others** **Love of friends:** Let's make friends.	**Non-discrimination**	**Science:** Life stages
Critical thinking: Similarities and differences – big families and small families Observation: Comparing things	**Cooperation** Helping at home	**Awareness of rights and duties:** I help at home.	**Math:** Comparisons
Self-management: At my school **Negotiation:** Team games	**Cooperation:** Team games	**Awareness of rights and duties:** At my school **Issues of globalization:** Schools around the world	**Math:** How many children?; Using pictographs **Wider World:** Schools around the world

Scope and Sequence

The world around me				
Unit	**Vocabulary**	**Language**	**Reading**	**Phonics**
4 On the farm	Animals: *cat, mouse, rabbit, hamster, fish, bird, goat, sheep, cow, horse, duck, chicken* Plants: *tree, bush, flower, grass, leaf, leaves*	*The horse is big. It eats hay.* *It's a small fish.* *They're tall trees.*	Habitats around the world The River Nile	ai: rain, tail ay: hay, play a_e: cake, gate
5 Transportation	Transport: *car, bicycle, truck, train, bus, van, plane, motorbike* Travel verbs: *walk, drive, cycle, fly* *Left / Right / Straight on*	*What can you see?* *I can see three cars.* *Can you see a train?* *Yes, I can. / No, I can't.* *The school is next to the park.* *How many (cars) can you see?*	Pollution	th: think, three st: stop, sister
6 The world around us	Places: *beach, forest, city, sea, museum, hotel, Pyramids, desert, river, town, village, skyscraper, shopping mall, restaurant, library* Adjectives: *wide, tall, big, small, hot, cold, old, new*	*Is there a beach?* *Are there swings?* *There are lots of buildings.* *Where do you live?* *I live in Cairo.* *The desert is hot. The river is wide. The building is tall.*	Where do you live? I live in Luxor.	ee: tree, sheep ea: beach, sea
Review 2	Revision of units 4-6			
Fiction reader		The Little Red Hen		

The world around me

Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
Communication: Describing animals **Critical thinking:** Observation: What lives on the farm? What grows in the forest?	**Curiosity:** Habitats around the world	**Environmental responsibility:** We look after our world	**Science:** What do animals need? What do plants need?; Plants **Geography:** The River Nile
Problem solving: Travel around town **Self-management -pollution:** Road safety	**Independence:** Road safety Respect for rules	**Environmental responsibility**	**Science:** Pollution **Wider world:** Rockets
Creativity: Originality in generating new and unique ideas **Respect for diversity:** cities, towns and villages **Self-management:** Saving water	**Curiosity:** Dealing with heat – then and now **Love for home**	**National unity:** Egypt- our landscape **Environmental responsibility:** Saving water	**History:** Then and now



Introduction

Welcome to *Connect Plus* Primary 1. This new primary English course uses the latest methodological techniques for young learners and establishes a solid foundation on which students can build their English language knowledge. The course creates an enjoyable and engaging environment full of fun, engaging activities, in which to encourage the students' language development.

Aims of the course

Connect Plus aims to give Primary students the tools they need to develop their knowledge and use of English, and to increase their grasp of both the spoken and the written language, including basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course also caters for the increasing English language needs of language school students who are studying multidisciplinary themes in English. The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egypt Vision 2030. It has been carefully designed to support whole child development: it not only supports the language development of the child, but also attends to their physical, cognitive and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects to create a comprehensive, successful learning experience.
The units are divided into four main themes (Who am I?, The world around me, How does the world work?, Communication), encouraging the students to gradually develop their understanding of themselves, their environment and their citizenship.

Topics

The context of *Connect Plus* Primary 1 reflects the children's environment, so the topics draw on their knowledge and subsequently challenge them to discover more about the world through English. Topics in *Connect Plus* Primary 1 include description of physical appearance, school, farm animals, transport and places around us.

The main characters

Hany and Hana are the main child characters. They are a brother and sister who live with their immediate family. They are in Primary 1 and have two close friends, Amira and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.
Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She is represented throughout the course in the activity icons, which clearly show students the activity type alongside each rubric.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has six main units plus two review units.
Each unit has an appropriate topic for young children. The lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration
- listening and speaking practice of the target language of the unit, presented in clear contexts
- phonics presentation and practice, including listening, speaking and writing tasks
- deeper exploration of values, life skills or issues
- integrated content from other curriculum areas, such as Art, Science, Social Studies and Math
- a song to practice target vocabulary and language
- a project in which students complete a craft project and present it using the unit vocabulary
- a *Show and tell* activity
- a unit review section

The review units, which appear after each group of three units, are designed to practice and consolidate the language students have learned so far. The revision units are also an extremely useful progress check for both teachers and students, facilitating both assessment by the teacher and self-assessment by the student. Each revision unit has four pages and two lessons.



Activity Book

The Activity Book also consists of six main units plus two review units in each term. Each unit provides reinforcement and extension activities for the content in the corresponding Student's Book pages. Activities include listening, speaking, coloring and craft activities.
The phonics pages provide further sound practice in addition to reading and writing skills. The activities guide children as they blend the letters and begin to read words and simple sentences.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which have been carefully written and produced for the age group. It is an invaluable resource and should be used as directed in the Teacher's Guide in every unit. The recorded material provides not only an accurate model of the language for the students but also a useful teaching tool, enabling you to vary the activities and pace of the lessons.

Teacher's Guide

A full-color Teacher's Guide with every page of the Student's Book and the Activity Book inset with the accompanying notes, this comprehensive guide provides detailed lesson plans on how to teach all activities, along with suggested key teacher language. It aims to help you to get the most out of the materials you have both on the page and on the CD. Audioscripts for all the recorded material are also provided.
Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.
Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested *Opener* activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. The activities outlined in the teaching notes can be adapted to suit students who are more confident and who are making rapid progress, or those students needing more practice and revision. There are *Fast finisher* activities and practice game suggestions at the end of each lesson.
The Teacher's Guide also provides suggestions for successful classroom management. Young Learners have limited concentration spans and particular needs. It is therefore important to vary your teaching approach to enable each individual student to participate, as well as to use group work, pair work and class work effectively.
The Teacher's Guide suggests how you can adopt a 'stop and check' approach to ensure students are confident before moving on. This approach supports the assessment of students' progress on an ongoing basis.

Posters

There is a poster for each thematic unit, which illustrates all the main vocabulary on one large single image. The posters can be used to present and review vocabulary.

Flash cards

To facilitate learning, flash cards are provided for all the key vocabulary in each unit. They can be used during the *Opener* activity in each lesson to present or revise language and can also be used during pair activities, role-plays and memory games. The list of flash cards necessary for each lesson is indicated in the materials section of the lesson box.

Phonics cards

Phonics cards are provided for each of the phonic sounds presented on the course. These are full-color cards with the sound, a picture and the word of a key vocabulary item which represents this sound, for example the letter b with a picture of a book. They can be used as visual reinforcement to revise key sounds in matching activities and in memory or guessing games.

Digital toolbox

Digital resources include videos of songs and stories, as well as additional factual material to support the topics in the Student's Book. Using digital materials in your lessons, alongside printed materials and realia, helps to give more variety for students. This is particularly important for Young Learners, who have short attention spans.



Teacher assessment

Connect Plus has no formal assessment. This is deliberate so that students focus on enjoying English and can learn without the pressure of tests.

At the end of each Review unit, there is a Teacher assessment, which allows you to keep track of your students' progress. This should be used to help you structure your lessons. Look out for problem areas where students need more practice. You can then make sure that you revise this language in future lessons.

For your own records, give students a grading for each skill based on the levels in the table below. Then, for each student, tick the correct colored circle in the Student's Book to represent their general progress in all the skills. For your own records, prepare a list of the unit objectives. If students have achieved all of these objectives and if they are using them to talk about self or others, tick the blue circle. If students have achieved all of the objectives, tick the green circle. If they have achieved most of the objectives, but still they need more practice, tick the yellow circle. And if they are struggling to achieve the unit objectives, tick the red circle and keep in mind that they need more effort on your part as well as on theirs.

Make sure that the students know that a tick next to a red or yellow circle does not indicate failure, but is just a sign that they need to revise the language in this unit.

Teacher assessment ☐ ☐ ☐ ☐



How to use the course

Unit walkthrough

The first lesson of each unit consists of two pages in the Student's Book and two pages in the Activity Book. For the rest of the unit, there is one Student's Book page and one Activity Book for each lesson. Each lesson has a particular focus.

Unit opening lesson

The unit topic is introduced through a fun and realistic dialog.

The lesson works towards the children using language to express themselves.

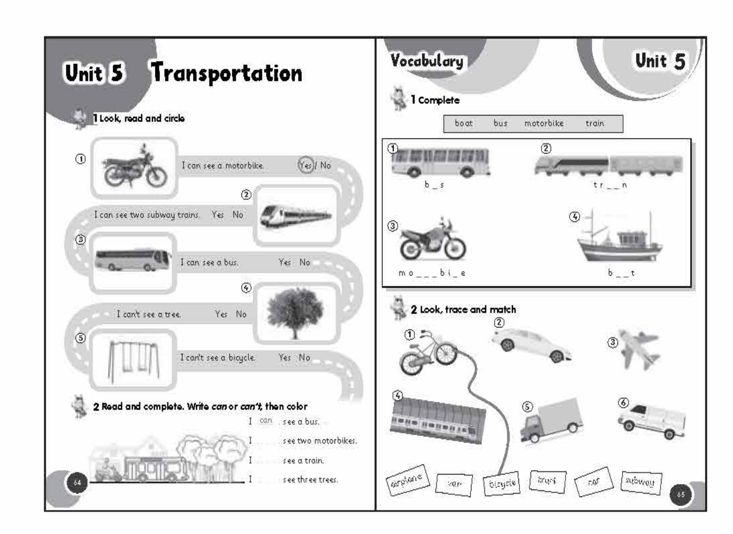


Students listen to the new words and see clear pictures of them to help their understanding. The words are written under the pictures to help students become accustomed to reading the new words.

The language in each lesson is clearly presented to teachers and parents in the footer.

The activities are clearly shown to the students with the fun icons of Busy Bee.

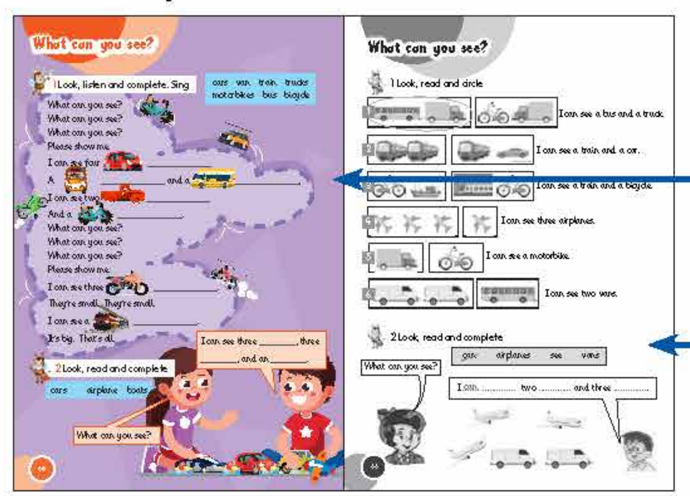
The artwork is bright and colorful with lots of details for students to find and discuss.



The Activity Book offers a chance for further reading and writing practice of the new language, through fun, engaging exercises.



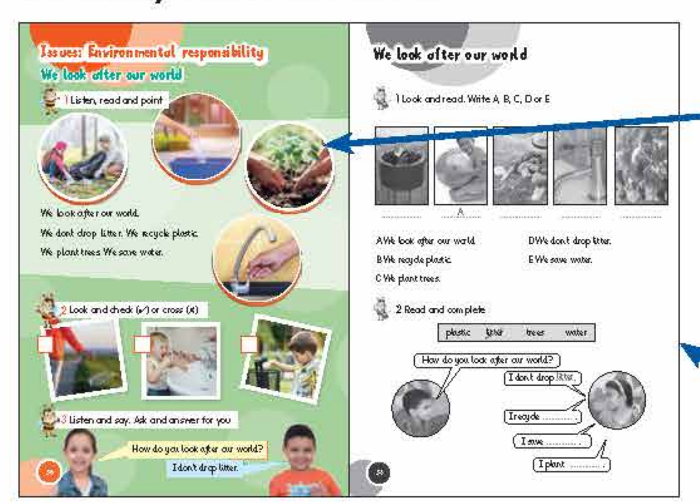
Vocabulary



Vocabulary is presented and practiced in a variety of ways so that the students enjoy learning. In this lesson, extra vocabulary practice is introduced with a song.

The Activity Book gives further background information and extra practice of language presented in the Student's Book. In this lesson, students read about and write the different spellings for modes of transport they learned.

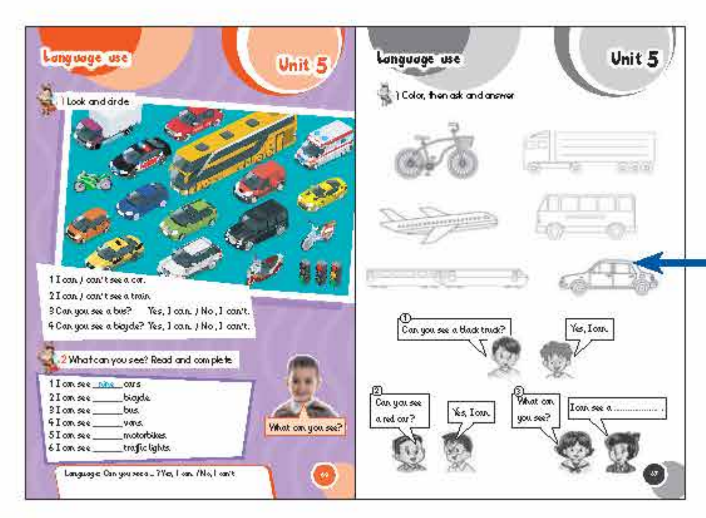
Life skills, Values and Issues



Life skills, Values and Issues are integrated throughout the course, but there are also particular lessons which focus on an issue, value or life skill that is related to the unit topic. This lesson is about prepositions of places so the students can learn to describe the position of buildings and things around them.

The topics of the Life skills, Values and Issues pages are carefully chosen to present goals that students can achieve for themselves.

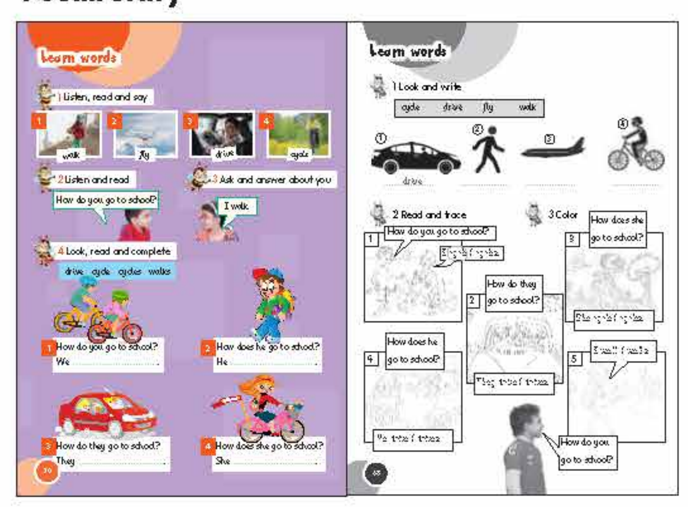
Listening and speaking / Reading and writing



This lesson shows how the Activity Book complements the Student's Book. Using the two books together enables students to practice all four language skills and gain confidence to listen, speak, read and write in English.

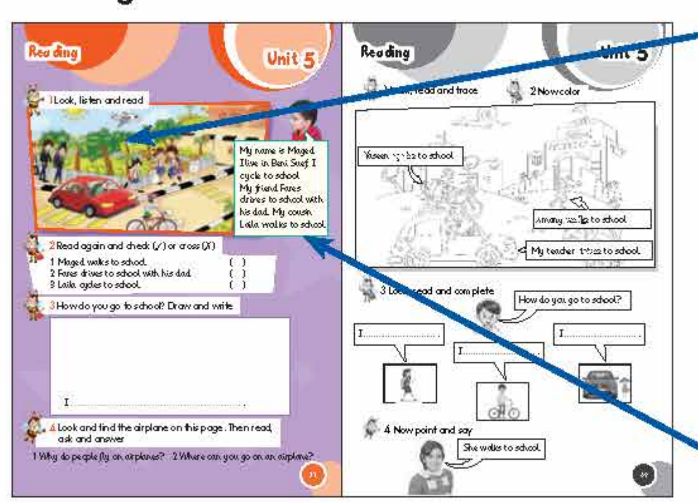


Vocabulary



Vocabulary is introduced with pictures and then practiced in fun activities such as a word search, and in the realistic context of a dialog.

Reading

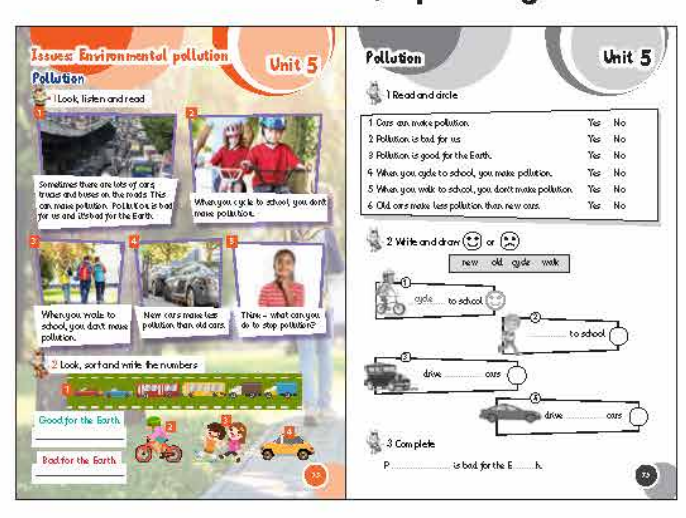


Photographs show scenes that will be familiar to the students and which they can relate to their own lives.

Reading passages are carefully graded and include familiar vocabulary so students can gradually build up their confidence to read longer texts.

Longer texts like this one are also recorded on the audio CD, so students can listen and read. This is excellent way to improve pronunciation.

Cross-curricular content / Speaking



Content from other areas of the curriculum, including Math, Science, Social Studies, Art and Music, is integrated throughout the course.

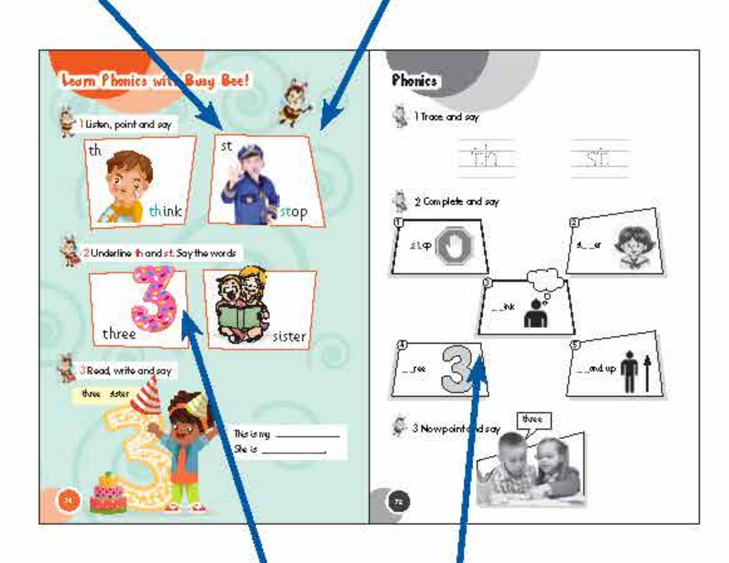
In this lesson, Science is integrated with the pollution topic. Students learn about what's good and bad for the Earth.



Phonics / Handwriting

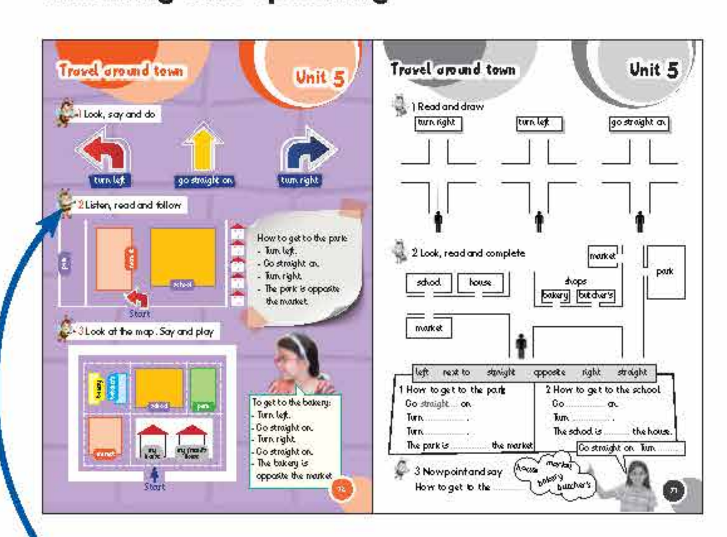
Students listen to the phonics on the CD, which presents the target sounds and words. They listen and repeat the sounds.

The letter sounds are presented within words that are known or simple and common so that students can link a new concept to familiar words and objects.



Students are encouraged to listen and understand how words are formed by blending sounds. They then move on to blending sounds and forming the words themselves.

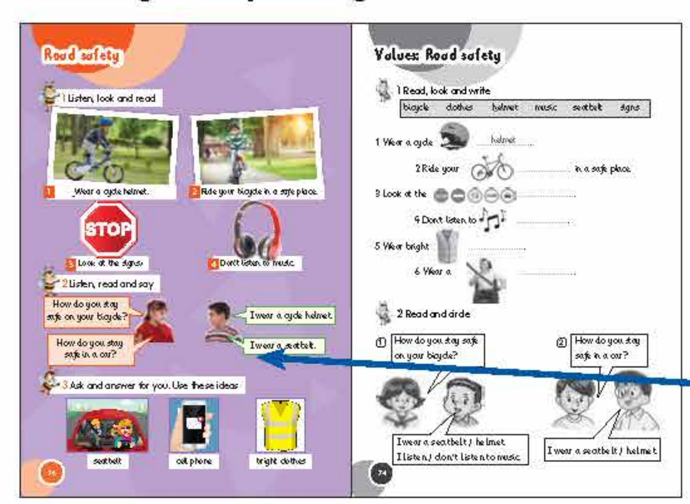
Listening and speaking



Listening exercises begin by answering a simple question. Students are not expected to understand the whole conversation immediately. Encourage them to find the answer to the question and then to listen again to get more information.

The listening task on this page serves as a model for giving directions. When students are confident with giving directions, encourage them to expand it with their own ideas.

Listening and speaking / Cross-curricular content



In this task, the students apply problem solving skills to learn how to be safe on the road.

The emphasis of the course is always to have fun using English as a communication tool, so lessons include plenty of speaking activities, games and puzzles.

Wider world / Reading



The Wider world reading page expands upon the topic to teach students more about the topic of the unit.

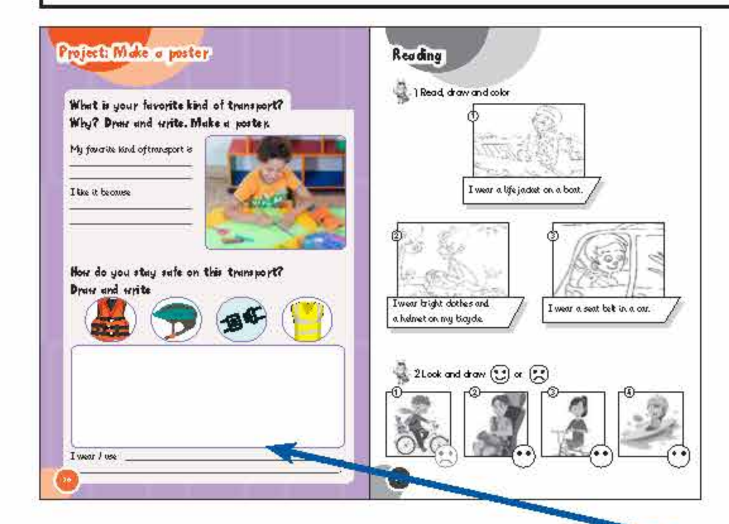
In this lesson, students learn more about rockets.

The reading texts are accompanied by bright, colorful photos which help with understanding.



Project

Every unit includes a project. This consolidates the language of the unit, and provides practice on Life skills, Values and Issues of the unit. This project is an indirect assessment tool for teachers.

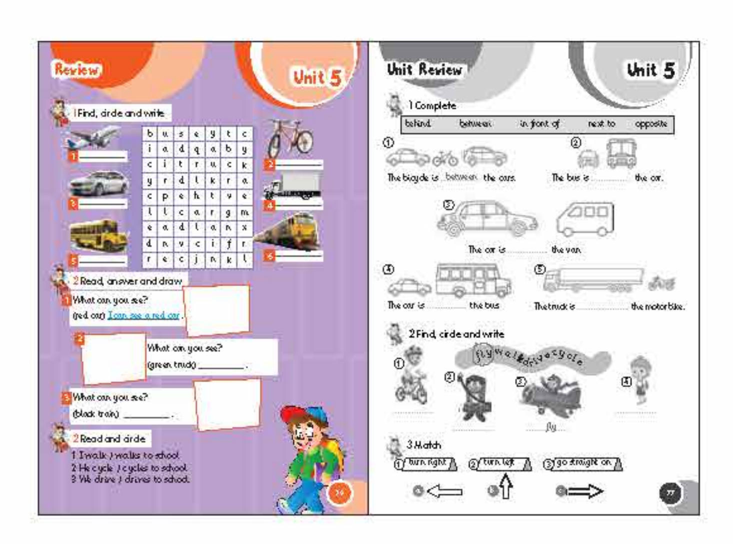


Both creativity and working in groups are important elements of the Primary 1 curriculum. Students should work together, sharing resources and cooperating with each other.

Full guidance on how to complete the project is given in the Teacher's Guide.

After completing the project, the students show their creation to the class or their group.

Unit review



Every unit ends with a unit review. This revises the language that the students have learned in the unit. The Teacher's Guide suggests fun extension activities to give extra practice in any areas that need revision.



The communicative approach

Listening and speaking are vital language skills for communicative competence and *Connect Plus* Primary 1 offers an interesting and varied range of activities for you to present to your students. The course presents new structures and vocabulary gradually in class, group and pair work through the context of unit topics, short narratives, interactive activities and songs and games until they become a part of the students' active repertoire.

For Primary 1, the language and topics of the course remain close to the world of the student, only gradually moving out into the world beyond, and returning regularly to familiar territory. In this way, the students' learning feels relevant and personal to them and about them. The course has also been designed to complement the rest of the curriculum for Primary 1, so that vocabulary and topics are familiar.

The new structures and vocabulary introduced throughout the book are continually recycled, and detailed notes in this Teacher's Guide encourage you to use a variety of teaching methods when presenting new language. Different ways of setting up group work, pair work and whole class activities are all explained in the Teacher's Guide to ensure that students remain active and interested learners of English and to facilitate self-assessment by students to monitor their continued progress.

The syllabus both develops and consolidates the skills of reading and writing. Throughout this course, short texts serve as models which are used for comprehension and writing.

The communicative approach exposes the students to a range of structures used in English, helping them to engage with meanings in English and encouraging enjoyment in using the language. It enables the teacher to set up learning activities in the classroom and provides useful classroom routines to assist the students' learning. Through the communicative approach your students will be encouraged to become active and enthusiastic learners of English.

The role of the teacher

In the communicative classroom, you have many roles:

1 **Instructor:** You introduce new language, give instructions to students, and decide what language and activities need to be practiced.

2 **Manager:** You organize the classroom in order to fulfil the different activity requirements. This may involve organizing students to work in pairs or groups (see detailed notes below).

3 **Advisor:** When students are working in pairs or groups, you move from group to group to monitor progress, help individual students with unknown words or difficulties in understanding the activity, or correcting mistakes.

4 **Personal tutor:** You need to identify individual students' areas of difficulty and find ways of helping them.

Preparation for teaching

Each lesson contains suggestions to help you to prepare adequately. The relevant Student's Book pages are always given at the beginning of the teaching notes and any further resources required for the lesson are listed. Always prepare by reading through the lesson notes before the lesson, making or collecting any additional resources required, so that you are fully equipped and ready to teach the lesson. You will also need to prepare listening activities involving the CD in advance.

Teaching reading and writing skills

This course has been carefully designed to support both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogs.

The development of age-appropriate writing skills is also carefully introduced. Attention is given to the correct seated position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their



thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly.
Students are asked to trace and copy words and short phrases at first. As they build confidence and skills, they will begin to write short sentences. In the same way, reading passages gradually become longer throughout the book, so that students develop their abilities.
Encourage children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

Teaching phonics

The teaching of phonics plays an important role in developing literacy. An awareness of phonics facilitates the students' ability to discriminate between similar sounds and so develops their listening skills. In addition, learning language through phonics has been shown to develop students' spelling and consequently their writing skills, too.
Connect Plus Primary 1 introduces students to the basic sounds of the language through a phonic approach. The students are presented with simple consonant and vowel clusters, to build upon their knowledge of the phonic sounds of each of the letters of the alphabet. They identify the sounds in different words through lively listening activities, and then blend the letters and digraphs to spell simple words. They also practice blending and writing words through carefully graded activities.

Teaching CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English.
In this course, the CLIL area is closely related to the theme of the unit and story content, in which areas such as Math, Art, Science and Social Studies are covered. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic. In some cases, a whole lesson is based on a related CLIL topic, and in other cases, the other topic forms a part of the lesson.

Teaching Life skills

Children in Primary 1 are learning many new skills. These include a wide variety of essential skills. The curriculum framework divides Life skills into four learning dimensions:

- Coexistence skills – participation, empathy and respect of diversity. In *Connect Plus* Primary 1, skills introduced for this dimension include participation (helping others), and respect of diversity.
- Self skills – self-management, accountability, communication, resilience. In *Connect Plus* Primary 1, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress. These skills are reinforced by activities such as role-plays.
- Job skills – sharing, decision making, negotiation, productivity. In *Connect Plus* Primary 1, skills introduced for this dimension include respecting others, doing your work well and respecting rules.
- Scientific skills – critical thinking, creative thinking, problem solving. In *Connect Plus* Primary 1, skills introduced for this dimension include problem solving, sharing, and creative thinking in project and presentation tasks. Stories, puzzles, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education. While learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart early thinkers.





Teaching values

Certain values, such as kindness, cooperation and independence, are selected within the general curriculum framework to support life skills that the students must grow up knowing. These values help to create good citizens and are very important development steps for children of this age.
Students are introduced to the ideas of good coexistence values by being exposed to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and a song. Through these they are guided toward behaviors such as kindness, consideration, cooperation, politeness and respect, helpfulness and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary and urgent issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified by the framework are:

- Non-discrimination issues
- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about pollution in Unit 5. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It is a process that can boost language learning. It is inclusive, fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up, sit down, clap your hands* and *open your books* are some of the common instructions which could be used.
TPR is also used to react to the content of songs in miming activities and guessing games.

Using craft in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine-motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.
The projects on this course have been selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.
A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.
Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.
All the games are explained in the Games bank at the end of the book. The games practice motor skills, vocabulary and phonic sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.



Characteristics of Young Learners

Very young children by nature are very inquisitive, active learners. For many it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching Young Learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot is of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with flash cards and objects inside are also valuable tools in the Young Learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Ongoing assessment

It is most important for you to be aware of your students' progress throughout the year in order to stretch the more able students and keep them interested, and to encourage and give extra practice to any students who may be having difficulties.
The *Closing* activity suggested in the Teacher's Guide at the end of each lesson draws on and practices the material covered in the lesson, so students' performance can serve as an indicator of their progress. Other stations for assessment include the unit review as well as the review units.
Any common problems students are experiencing should become the focus for the next lesson. For example, if students are frequently using a wrong spelling or pronunciation, focus on this in the next lesson. Individual difficulties can be dealt with by talking to the student, or by setting individual exercises which may help to improve the student's confidence. Always talk positively to students, even about their errors, to build confidence and show that we can learn through making mistakes.
Also, be aware that the students will have different skills. Reading and writing skills are more difficult for some students to master than for others. Similarly, some shy students who are reluctant to speak may be very good at reading and writing. They should all be encouraged and praised for their efforts in every skill.

Classroom Management

Working in whole class, pairs, groups

Establishing routines in the Young Learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a Hello song. Ask simple questions as revision, e.g. *What day is it? Is it sunny today? How old are you? What's your favorite toy?* Take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson.

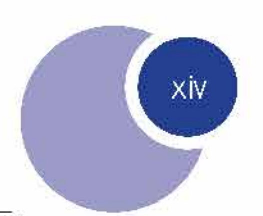




Table time

Color-code tables and ensure that when the children move from one stage of the class to another that they do it group by group and not altogether. Ensure that the tables are uncluttered with only the materials necessary for the activity to hand.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:
Come here, everyone!
Let's sit down!
Let's be quiet!
It's time for a story!
Stand up, please.
Go to your table.
Open your books.
Close your books.
Tidy up, please.
Stand in a line.
I hope you enjoy using this innovative, new course that has been lovingly written and designed to create a memorable and purposeful language-learning experience.

Let's remember

LESSON 1	**SB pages vi-vii** **AB pages ii-iii**
Objectives:	To welcome students to their new English class To introduce students to their coursebooks and the course characters To describe things using colors To count items using numbers 1–10
Vocabulary:	*red, blue, yellow, green, orange, purple, white, black, numbers 1–10, circle, square, triangle, rectangle*
Language:	*My favorite T-shirt is yellow.*
Materials:	Student's Book pages vi-vii Activity Book pages ii-iii Flash cards: Hana, Hany, Amira, Youssef, Miss Mona, Busy Bee; red, blue, yellow, green, orange, purple, white, black; clothes; circle, square, triangle, rectangle Optional: real items of clothing A soft ball Colored pencils or crayons

STUDENT'S BOOK page vi

Opener

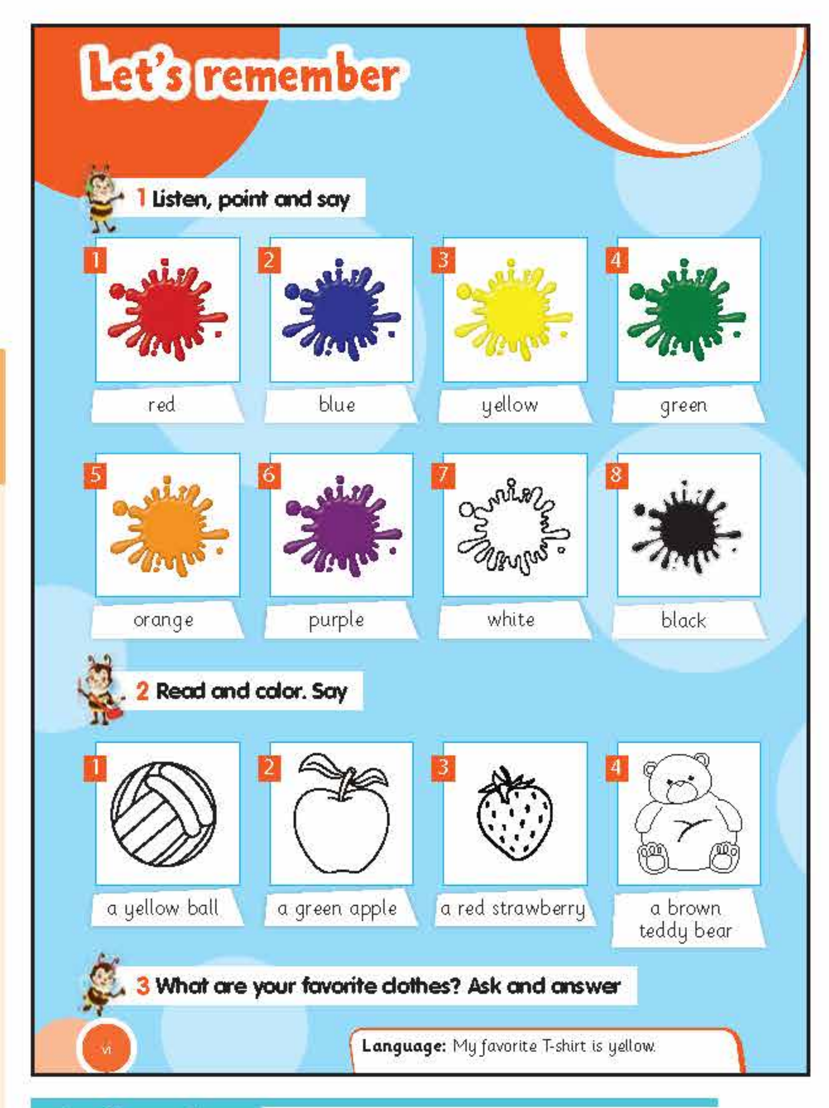
- Welcome children back with a smile. Make sure they know where to sit.
- Use flash cards to introduce the course characters.
- Ask students to find the page of characters at the start of their books. Say a name and ask students to point to the correct character and hold up their books to show you. Encourage them to repeat the name.
- Ask them to work in pairs to practice with each other in the same way.

Presentation

1 Play *Color spot* (Games bank, page 208) to revise colors.

1 Listen, point and say

1 Hold up your Student's Book, open at page vi, and say *Open your books.*
2 Ask students to look at Exercise 1 and to read the instruction.
3 Explain that you are going to listen to the audio and repeat the words.
4 Play the audio, word by word, pausing for students to point to picture and repeat each word.



Audioscript

1 red	*2 blue*	*3 yellow*	*4 green*
5 orange	*6 purple*	*7 white*	*8 black*

Extra practice

❑ Ask students to work in pairs and practice saying a color for their partner to listen to and point to the correct picture.

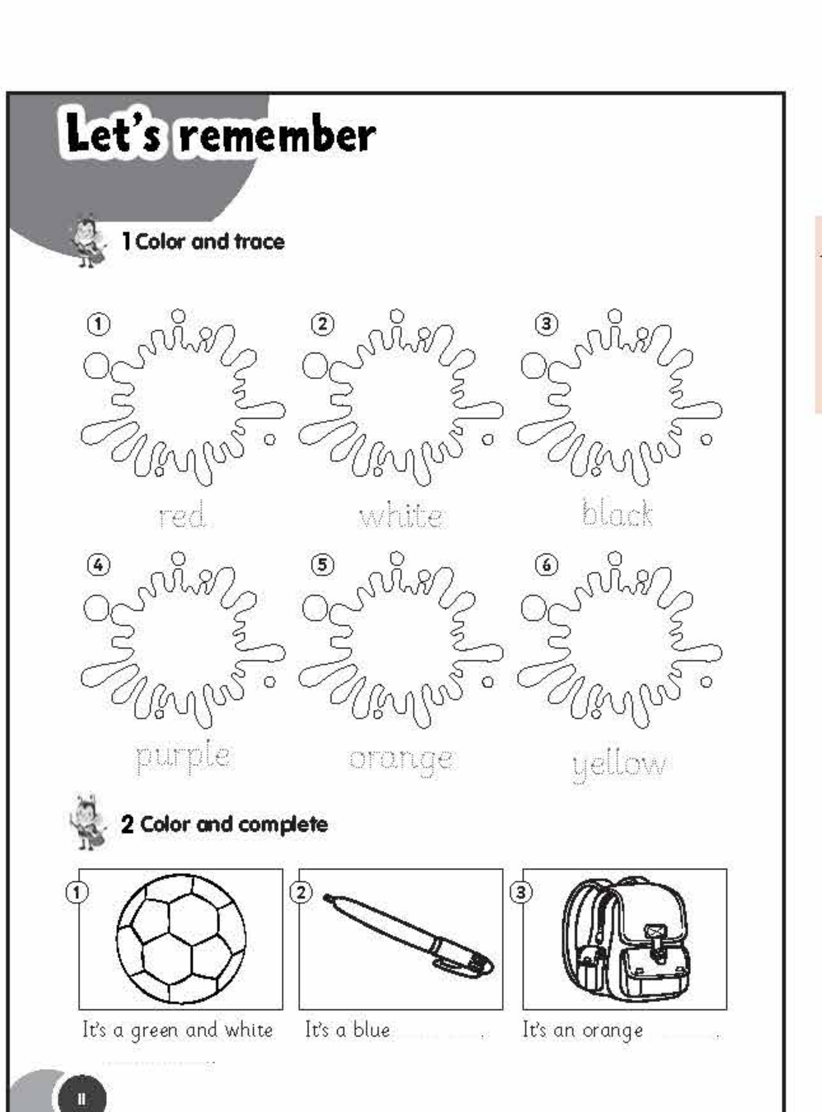
2 Read and color. Say

1 Point to Exercise 2.
2 Read the description under picture 1 with the class. Elicit that they need to color the picture of the ball yellow.
3 Continue in the same way for the rest of the exercise. If your class is confident, you can ask students to continue in pairs.
4 Go around and monitor and offer help and support.
5 Use calling sticks to choose a few students to share their descriptions with the class. Praise all good work.

3 What are your favorite clothes? Ask and answer

1 Use flash cards of clothes to review the vocabulary for different items of clothing.
2 If you have real clothes available, ask students to say what they are and what color they are.
3 Now ask students *What are your favorite clothes?* Help students to answer accurately and praise all reasonable answers.
4 Ask students to work in pairs to discuss their favorite clothes.
5 Go around and monitor and offer help and support.







ACTIVITY BOOK **page ii**

1 Color and trace

1 Ask students to find page ii in their Activity Book.
2 Explain that the splodges are all different colors and that students need to trace the word and color the pictures for each.
3 Air write red as an example and encourage students to copy you. Then ask them to trace the word carefully in their books and color the splodge red.
4 Ask students to continue in the same way.
5 Go around the classroom as they work, monitoring and helping as necessary.

2 Color and complete

1 Point to Exercise 2 and elicit the names of the items in the pictures.
2 Read the first gapped sentence with the class and elicit the missing word. Help students with the spelling to write the word in the space.
3 Ask students to color the ball green and white, as the sentence requires.
4 Ask students to continue in the same way.
5 Go around the classroom as they work, monitoring and helping as necessary.

Answers:

1 ball
2 pen
3 bag



STUDENT'S BOOK **page vii**

Presentation

1 Play *Catch and say (1)* (Games bank, page 208) to revise numbers 1-10.

4 Listen, count and say. Trace

1 Hold up your Student's Book, open at page vii, and say *Open your books.*
2 Point to Exercise 4. Elicit what is in the pictures.
3 Explain that you are going to listen to the audio and count the items.
4 Play the first word and encourage students to point at the first picture and repeat the number.
5 Continue in the same way with the rest of the numbers.
6 Then play the audio one more time, pausing after each number to write the number in the air with your finger. Encourage students to air write the numbers too and then to trace the number in their books.
7 Continue in the same way for the whole exercise.

Audioscript

1
2
3
4
5
6
7
8
9
10

5 Read and draw

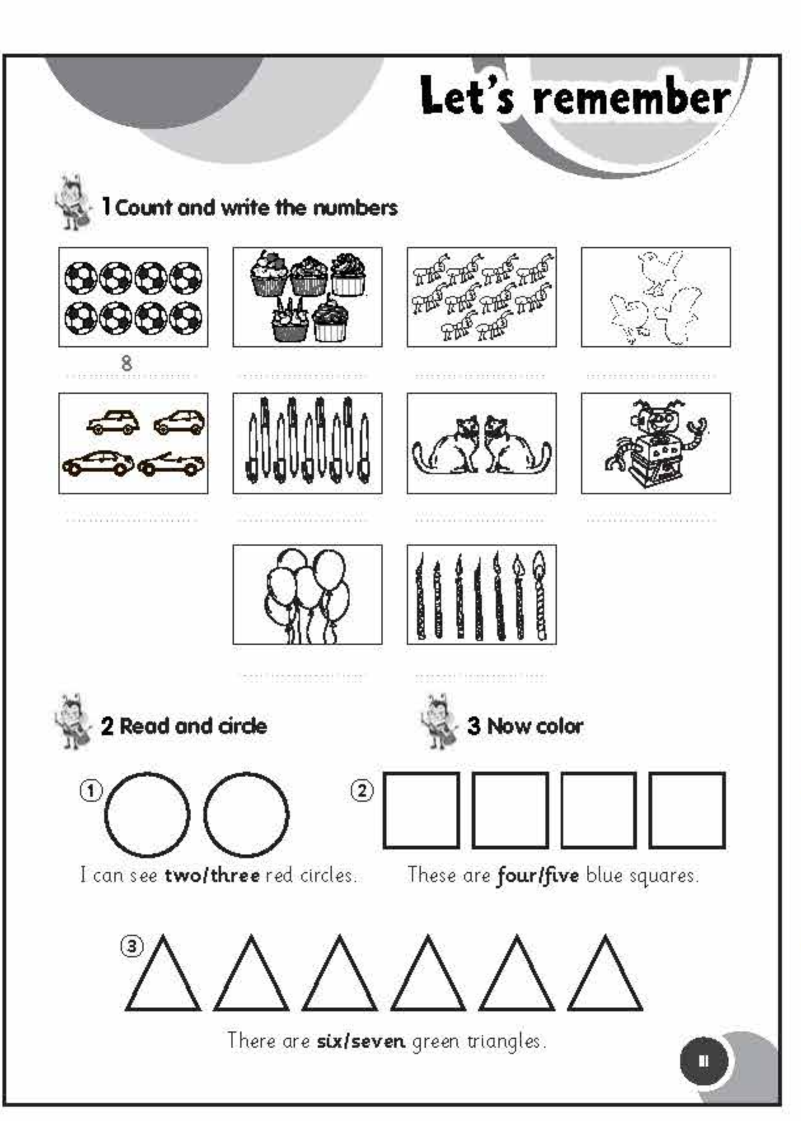
1 Use *circle, square, triangle, rectangle* flash cards to revise the shapes.
2 Ask students to identify items in the classroom that are these shapes. Accept all reasonable answers and help with unknown words.
3 Point at Exercise 5.
4 Use calling sticks to choose a student to read the first box. Explain that students need to draw what it says, so in this case they need to draw 2 rectangles.
5 Ask students to do this in pairs.
6 Go around and check and help with any queries.
7 Check their answers as a class.



Extra practice

❑ Point to known items in the classroom and practice counting them and saying *I can see….* Encourage students to count objects and to put up their hands to tell you what they can see.




Let's remember

1 Count and write the numbers

8

2 Read and circle

① I can see **two/three** red circles.

② These are **four/five** blue squares.

③ There are **six/seven** green triangles.

3 Now color

iii

ACTIVITY BOOK page iii

1 Count and write the numbers

1 Ask students to find page iii in their Activity Book.
2 Point to Exercise 1 and elicit the names of the items in each picture.
3 Point to the first picture and ask *How many balls are there?* to elicit *8*. Show students that 8 is written under the picture as an example.
4 Ask students to continue in the same way.
5 Go around the classroom as they work, monitoring and helping as necessary.


Answers:

5
10
3
4
9
2
1
6
7

2 Read and circle

1 Point to Exercise 2 and elicit the names of the shapes. Ask *How many are there?* and count each shape with the class.
2 Read the first sentence with the class and elicit the correct answer from the two options. Help students to circle the correct answer.
3 Ask students to continue in the same way.
4 Go around the classroom as they work, monitoring and helping as necessary.

Answers:

1 two
2 four
3 six

3 Now color

1 Ask students to read the sentences in Exercise 2 again and to color the items as the sentence requires.
2 Students can check answers in pairs.

Closing

- Praise students for how much they remember in English.
- Say *Next, we will revise the alphabet and letter sounds.*
- Say *Goodbye* and encourage students to say *Goodbye* to you.



LESSON 2

SB pages viii–ix
AB pages iv–v

Objectives:	To revise and write alphabet and letter sounds
Phonics:	Lower case letters
Materials:	Student's Book pages viii–ix Activity Book pages iv–v Flash cards: clothes Phonics cards: the alphabet Modeling clay

STUDENT'S BOOK pages viii–ix

Opener

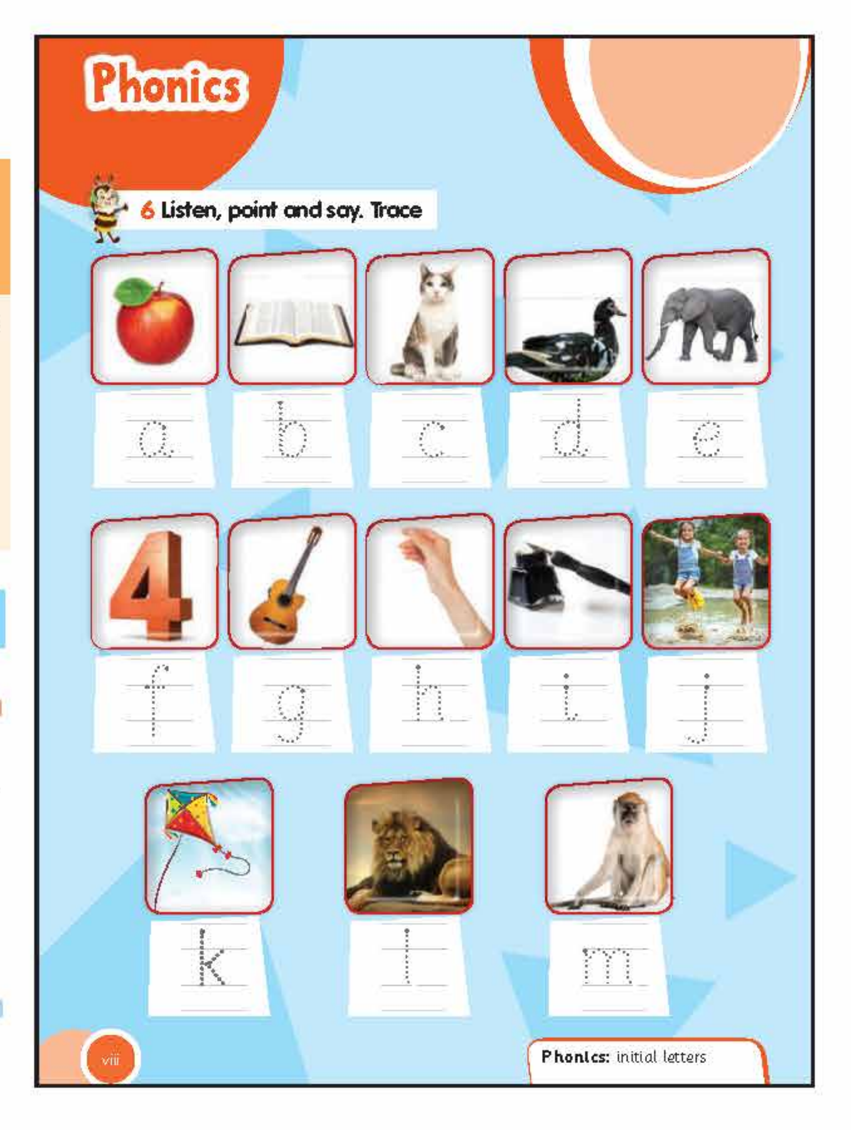
- Revise the questions and answers from the last lesson. Ask students: *What's your name? How old are you? What's your favorite color? What are your favorite clothes?*
- Play *Show me* (Games bank, page 210) to revise numbers 1–10.
- Play *Guess the picture* (Games bank, page 209) to practice items of clothing further.

Presentation

1 Revise the letters of the alphabet and their phonetic sounds with the flash cards.
2 Hand out the flash cards in random order around the classroom. Then say a letter sound and ask students who have that flash card to come to the front.
3 Help students arrange themselves (with their cards) in alphabetical order and say all the letter sounds in order.

6 Listen, point and say. Trace

1 Ask students to look at page viii. Elicit what is in the pictures.
2 Explain that you are going to listen to the audio and repeat the letter sounds.
3 Play the first sound and encourage students to point at the first picture and repeat the sound.
4 Continue in the same way with the rest of the sounds.
5 Then play the audio one more time, pausing after each sound to write the letter in the air with your finger. Encourage students to air write the letter too and then to trace the letter in their books.
6 Continue in the same way for the whole exercise.









Audioscript

/a/
/b/
/k/
/d/
/e/
/f/
/g/
/h/
/i/
/j/
/k/
/l/
/m/
/n/
/o/
/p/
/r/
/s/
/t/
/u/
/v/
/w/
/ks/
/y/
/z/

Extra practice

- Give students some modeling clay and ask them to make the letters.

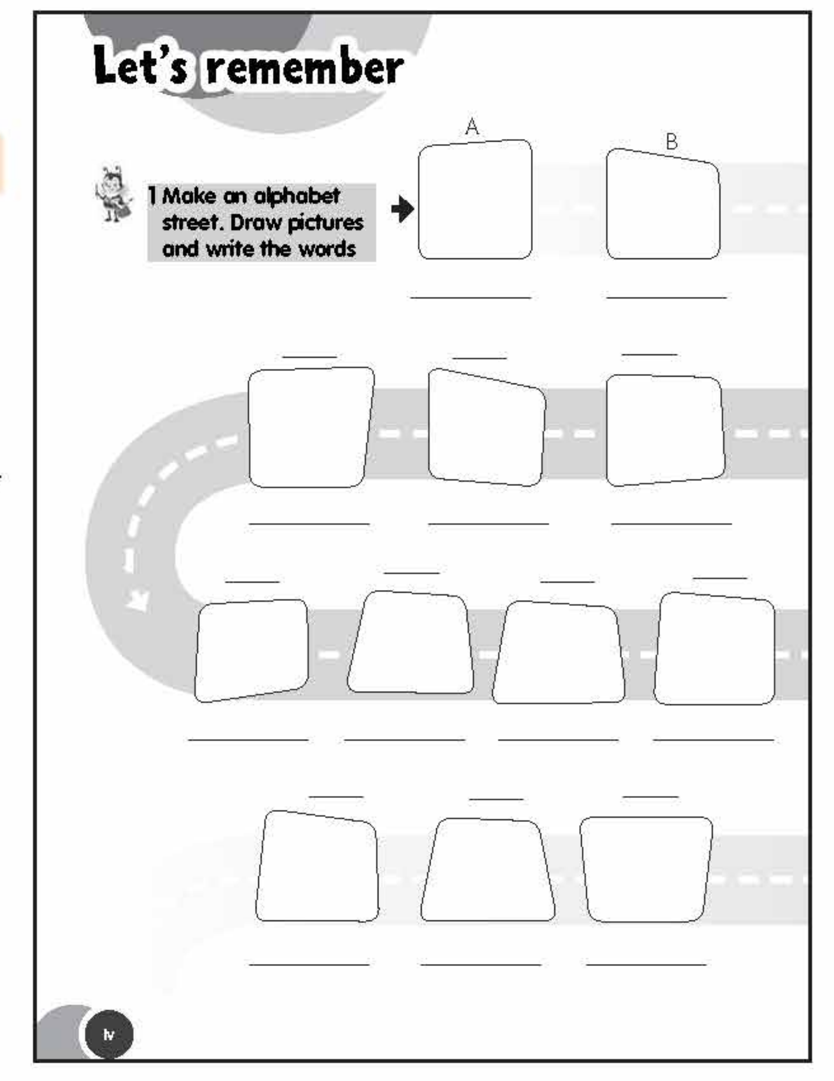


ACTIVITY BOOK pages iv–v

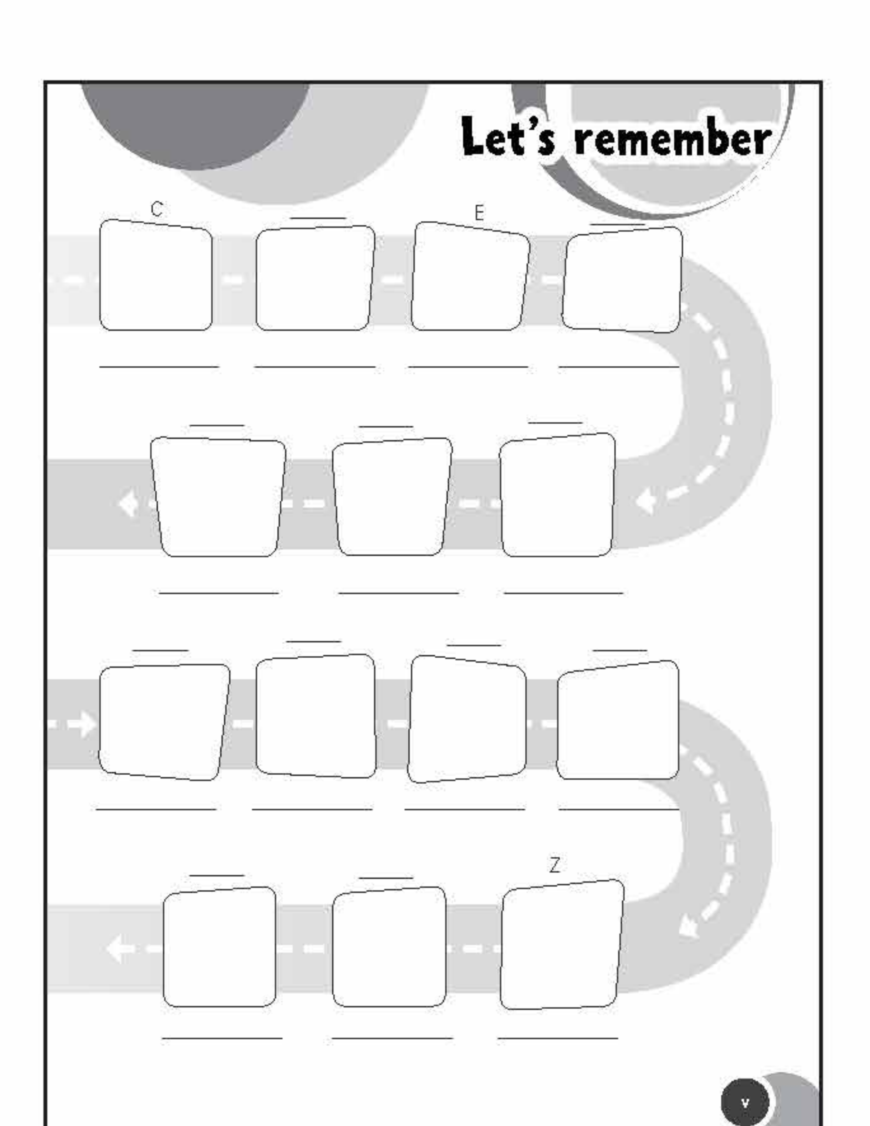
1 Make an alphabet street. Draw pictures and write the words

1 Ask students to find page iv in their Activity Book.
2 Point to the street and show that there are 26 empty spaces – one for each letter of the alphabet. Show students that the first few letters of the alphabet are written above the first boxes.
3 Say the alphabet together with the class. Air write each letter and encourage students to copy you and say the phonetic sound of the letter.
4 Ask students to work in pairs to write the letters above each box.
5 Go around the classroom as they work, monitoring and helping as necessary.
6 When everyone has finished, point at the first box and say *A /a/. What starts with /a/?* Elicit some words which start with *a* and the /a/ sound (e.g. apple, ant). Accept all correct answers.
7 Ask students to choose one word and draw it in the box and write the word under the picture.
8 Go around the classroom as they work, helping with spellings and asking questions about their pictures.
9 Encourage students to show their work to their partner and talk in English about their pictures.

Students' own answers









Closing

- Ask students to think of other words which begin with each sound. Accept all correct answers.
- Explain that they will practice greeting their friends in the next lesson.

Unit 1

LESSON 1 SB pages 2-3 AB pages 2-3

Objectives:	To greet others and say hello/goodbye To introduce yourself To give personal information To ask others about themselves To write one's name in English and say one's age To draw oneself
Vocabulary:	*my, your, Hello/Goodbye, name, how old, you*
Language:	*Hello! What's your name? My name's …* *I'm … . How old are you? I'm seven*
Materials:	Student's Book pages 2 and 3 Activity Book pages 2 and 3 Class CD Soft toy(s)

Presentation

1. Ask all students to stand up in a circle.
2. Using a soft toy, throw it to a student near you.
3. Say *Hello. I'm* (give your name). *What's your name?* Practice this with all students and then individually. Help them to say it fluently, squashing the sounds together, so it becomes */wotsjǝneim/* - this will make them sound more natural.
4. Once you're happy with their pronunciation, ask the question naturally for them to reply and give their name.
5. Help them to reply *My name's* … and give their name.
6. Throw the toy to different students to reply. Encourage them to throw the toy to each other to reply.
7. Now continue by asking them their age. Throw the soft toy to a student and ask their name, wait for the reply, then say *How old are you?* This might cause some confused looks but just persist with different students and someone may reply, if not, ask their age in Arabic and give their reply, e.g. *I'm six* or *I'm seven.*
8. Continue around the room, asking students' names and ages. Check their pronunciation and give help where necessary.
9. Now get students into small groups of around six and give a soft toy to each group. Indicate they should continue. You can now circulate and give further help to individual students regarding pronunciation.

1 Look, listen and read

1. Hold up your Student's Book, open at pages 2-3, and say *Open your books.*
2. Ask students to look at the pictures and name any characters (Hana, Hany, Youssef, Amira).



3. Ask students if they know the English words for any of the things they can see in the picture. Tell them to point and say the English word. Praise all correct answers.
4. Point to your eyes and then cup your ears and say *Look and listen.*
5. Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
6. Say *Look, listen and read.* Play the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.

Audioscript

Dina: *Hello. I'm Dina. What's your name?*
Sherifa: *Hello. I'm Sherifa.*
Dina: *How old are you?*
Sherifa: *I'm seven.*
Dina: *I'm six.*
Amir: *Hello. I'm Amir. I'm eight years old.*

Extra practice

- ❑ Play a version of *Sorting* (Games bank, page 210). Draw two circles on the board and label one of them *6* and one of them *7.*
- ❑ Students should take turns to say their age and go and stand under the correct circle.





STUDENT'S BOOK page 3

2 Look, listen and say

1. Hold up your Student's Book and point to Exercise 2 on page 3.
2. Say *Hany* and make sure students are pointing to the correct picture. Continue with the other characters.
3. Say *Listen*. Play the CD and demonstrate, pointing to each of the characters as they are introduced.
4. Play the CD again, phrase by phrase, and ask students to point and repeat.
5. Indicate that you would like students to introduce themselves again, using the language they have heard. Encourage them to say both *I'm …* and *My name's …*. If anyone asks, explain that we use both phrases to give our name. Make sure they use the contracted form *I'm (/aim/)* and not *I am* to sound more natural.

Audioscript

Hany:	*Hello! I'm Hany. I'm six years old.*
Youssef:	*Hello! My name is Youssef. I'm seven years old.*
Amira:	*Hello! I'm Amira. I'm six years old.*
Hana:	*Hello! My name is Hana. I'm seven years old.*
Miss Mona:	*Hello, children. I'm Miss Mona.*

3 Read and say

1. Hold up your Student's Book and point to Exercise 3 on page 3. Point to the first picture and read the speech bubble. Get students to repeat.
2. Continue with the rest of the conversation, having the students repeat after each phrase.

4 Work with a friend. Ask and answer

1. Now ask students to practice the conversation in Exercise 3 in pairs.
2. They may find it valuable to listen to you reading the conversation again, repeating each sentence, before they work with their partner.
3. Students then work in pairs to ask and answer questions. Go around and offer help and support. Make sure you check the pronunciation.
4. Once students have read the conversation with their first partner they can now change places and work with someone else.
5. At the end of the activity, ask some pairs to read out their conversation for the class.

5 Sing

1. Ask students to say who they can see in the pictures.
2. Play the song.
3. Play the song again and encourage students to join in as much as they can.
4. Play the song a third time-they should be more confident now.
5. When the students are able to, play the version of the song without words. Students sing as much as they can.

Audioscript

Everyone:	*Hello, hello, hello!*
Hany:	*Hello, I'm Hany!*
Everyone:	*Hello, Hany!*
Everyone:	*Hello, hello, hello!*
Hana:	*Hello, I'm Hana!*
Everyone:	*Hello, Hana!*
Everyone:	*Hello, hello, hello!*
Miss Mona:	*Hello, I'm Miss Mona!*
Everyone:	*Hello, Miss Mona!*

Extra practice

- ❑ Ask students to stand up and mingle, asking each other the two key questions from this lesson, *What's your name?* and *How old are you?* Stand back and make sure everyone is confident, chatting happily and responding in the appropriate way. Try not to intervene too much, but if students are struggling to understand each other, then help.



ACTIVITY BOOK page 2

1 Look, read and trace

1 Hold up your Activity Book, open at pages 2 and 3, and say *Open your books*.
2 Ask students to look at Exercise 1 and to say what they can see in the pictures.
3 Point to yourself and say your name, then point to the children on the page to elicit their names from students.
4 Point to a student and ask his or her age to elicit *six* or *seven*. Then point to the page to elicit the characters' ages.
5 Still holding your book, with a pencil, pretend to trace the words which are in dots for students to trace. Indicate that students should take a pencil to trace the words in their books. Check that everyone has understood.
6 Now circulate and check that everyone is tracing the words. You may need to give help so that students hold their pencils correctly. If students finish quickly then encourage them to help others so that there's a helpful, cooperative atmosphere in your classroom.

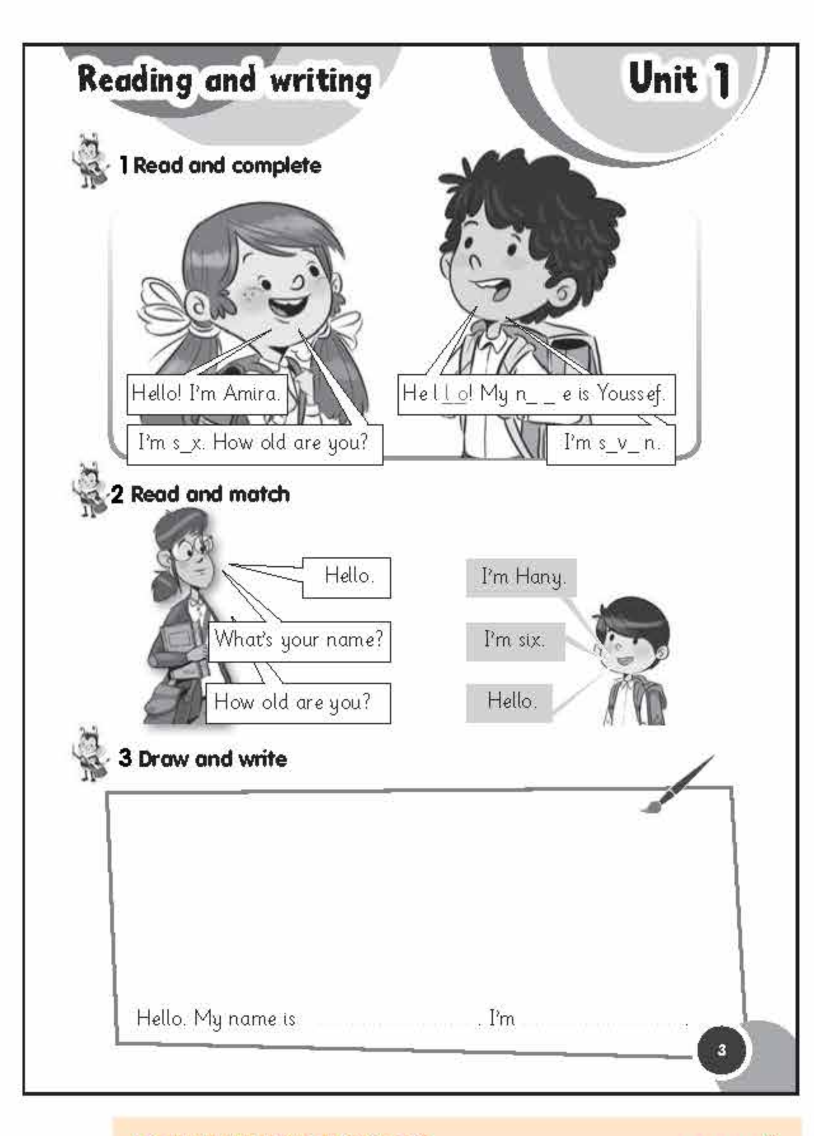
2 Read, write and circle

1 Ask students to look at Exercise 2 and to say what they can see in the pictures.
2 Read the example question and elicit the answer, asking different students. Students should now write their name on the line. Some students may need your help as to how they should do this in English, so circulate and give support. It's a good idea to write a few names on the board so that students can see how they look in English – this will also help students start to understand which letters are linked to which sounds in English.
3 When everyone has finished, show your Activity Book to the students and indicate where they should circle the relevant number for them.
4 Ask a few students to read their answers.

Students' own answers







ACTIVITY BOOK page 3

1 Read and complete

1 Ask students to look at Exercise 1 and to say what they can see in the pictures.
2 Point to the unfinished phrases and look puzzled. Try to elicit from students the complete phrases.
3 Write the first incomplete phrase *(Hello! My n_ _ e is Youssef.)* on the board. Elicit from students what the first missing letter is, and write it in. Now invite a student to come to the front of the class and write in the second missing letter.
4 Indicate that students should continue in their books.
5 Fast finishers can compare their answers with each other.

Answers:

name
six
seven

2 Read and match

1 Point to Miss Mona and Hany and elicit their names.
2 Say *Hello* to a student and hopefully they will respond with *Hello*. Take your Activity Book and indicate with your pencil that students should draw a line between matching phrases. Ask them to do this for the other two exchanges.
3 At the end, ask a few pairs to read out their simple conversation.

Answers:

Hello. – Hello.
What's your name? – I'm Hany.
How old are you? – I'm six.

3 Draw and write

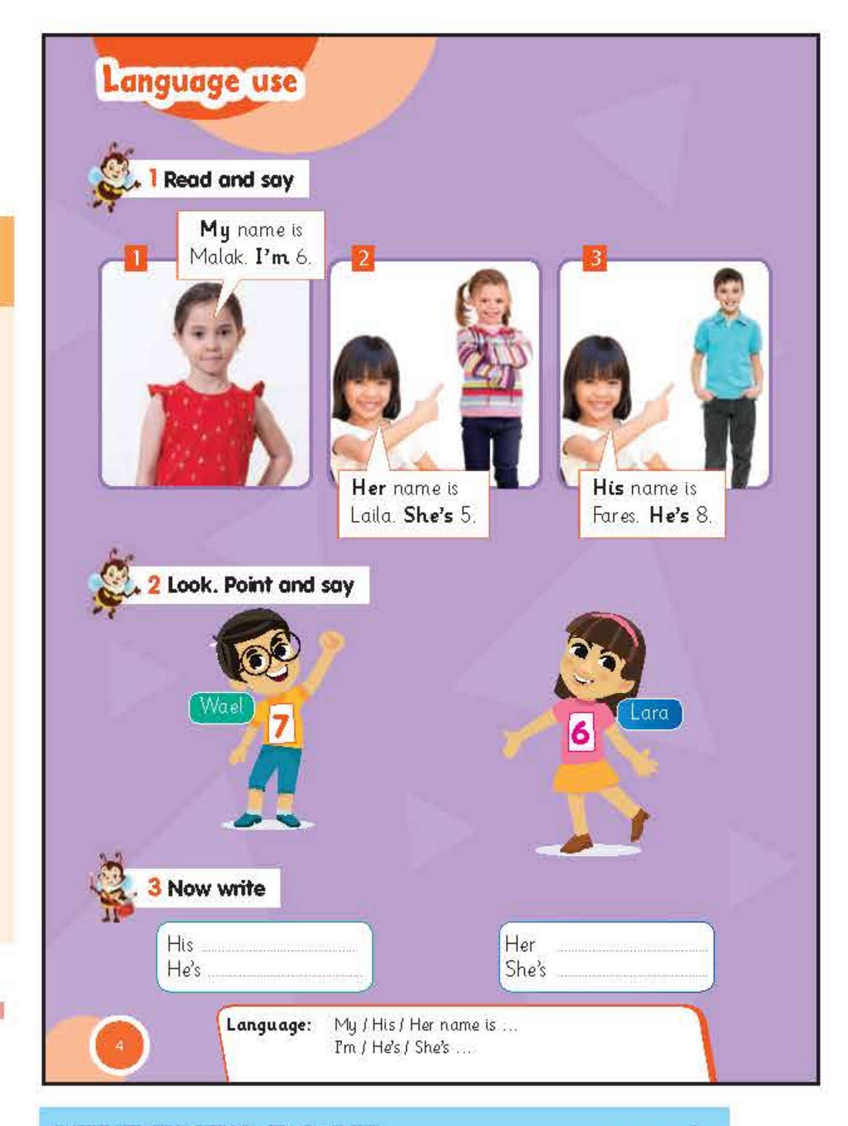
1 Point to Miss Mona and Hany in Exercise 2 on the page and say their names. Now point to the students and indicate they should draw and color their face on the page.
2 Then point to the unfinished phrases below and indicate that they should complete it about themselves.
3 Circulate and offer help and support.

Students' own answers

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *Next we will learn more about names and ages.*
- Stand by the door to see students off. Say *Goodbye* and encourage students to say *Goodbye* to you as they leave. Remember that this is the beginning of a new term so students need to be reassured that yours is a friendly, smiley classroom where everyone is welcome and everyone's contribution is welcome.





LESSON 2 SB page 4 AB page 4

Objectives:	To give one's name and age To give another person's name and age To indicate possession with possessive pronouns my, his and her To use subject pronouns I, she and he To use the present simple *to be* with I, she and he To circle key words
Vocabulary:	*My / His / Her name is … / I'm / He's / She's …*
Language:	*My / His / Her* *I'm / He's / She's*
Materials:	Student's Book page 4 Activity Book page 4 Class CD Optional: pictures of people (male and female) from newspapers or magazines

Opener

- Ask students to stand in a circle, as per last class, throw the soft toy to a student, then ask the student his/her name and age. They should do the same, throwing the soft toy to different children in the circle to prompt them to speak. Make sure everyone has a turn to speak.

Presentation

1 While still standing in the circle, say *My name is …* and *I'm ….* Then point to a girl near you and say *Her name is …. She's ….* Practice the pronunciation chorally and individually, then continue with other girls in the circle, eliciting the answer for each girl. This is not only a fun activity but works very nicely in helping students to remember each other's names and ages.

2 Now turn to a boy in the circle near you and say *His name is …. He's …* Once again, practice pronunciation chorally and individually, then continue with other boys in the circle, eliciting the answer for each boy.

3 With regard to pronunciation, make sure that you give students help in running the words together to make the phrases sound natural, e.g. check that students are saying */hi:z/* for *he's* and */ʃi:z/* for *she's*. Another important point is to check that students are differentiating between he's (/hi:z/) and his (hIz/) – some students find this difference tricky and you may need to pay special attention to it.

4 Once you feel that students feel confident about producing this language, indicate that everyone should sit down.

STUDENT'S BOOK page 4

1 Read and say

1 Help students to find page 4.
2 Point to the pictures, say the phrases and have students repeat.

Extra practice

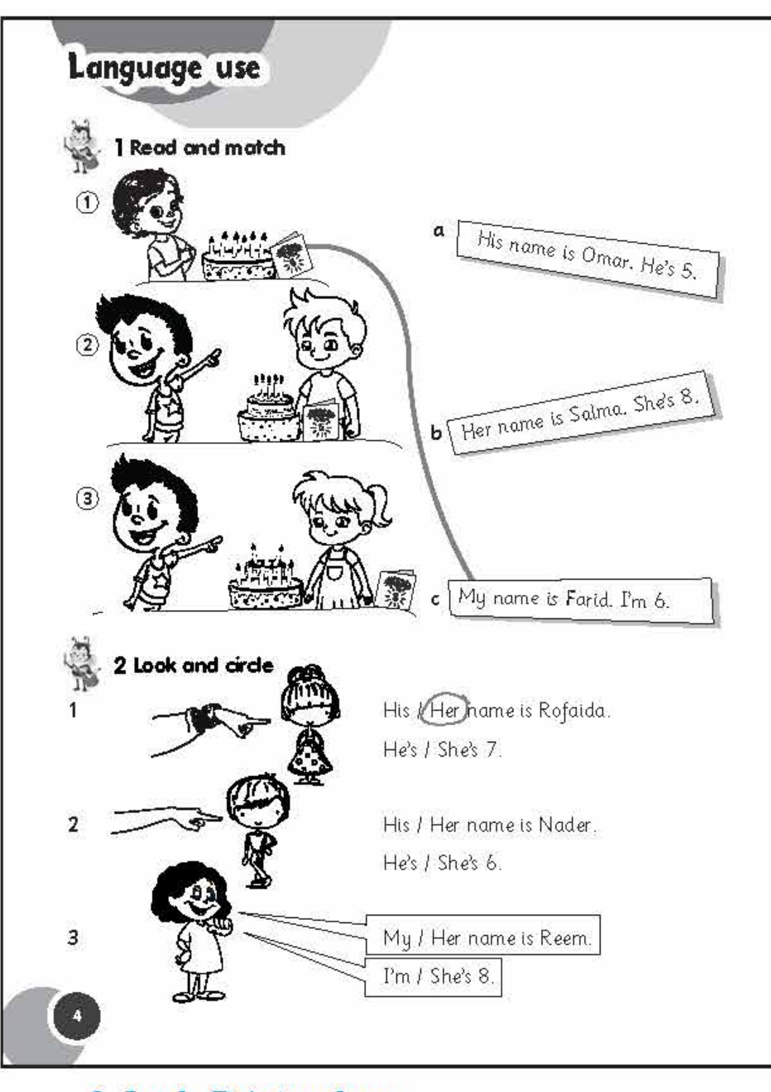
❑ Write *he* on one side of the board in very large letters and *she* on the other side. Invite one girl to come up and say *He or she?* Elicit *she* and ask the student to go to the *she* side of the board. Continue in the same manner with other students until everyone is standing up at the board under the correct pronoun. If you teach at a boys' school or a girls' school, you can do this activity by giving students pictures of people from newspapers or magazines and sorting those pictures instead.

❑ While everyone is standing at the board in their respective place, quickly check *his* and *her* by saying the words and asking which side is correct for each. Help students come up with the correct answer. You could then ask students individually, *she or he?, his or her?*

❑ While students are still standing, reinforce the new language further by asking key questions such as *What's her name?; What's his name?; How old is she/he?* about other students (or the pictures they are holding) to elicit the correct answers. Indicate that students should ask the questions to each other too, and this can be done in small groups.

❑ Now ask students to go back to their seats.





2 Look. Point and say

1 Ask students to say what they can see in the pictures.
2 Ask what the boy's name and age are and elicit the answers.
3 Ask what the girl's name and age are and elicit the answers.

3 Now write

1 Now, ask the students to complete the sentences.
2 Check their answers as a class. Once answers are checked, ask students to read the phrases again, as a class and individually, so that you can monitor their pronunciation.

Answers:

His **name is Wael**. He's **7**.
Her **name is Lara**. She's **6**.



Fast finishers

- Draw a table on the board with 2 columns, one with a picture of a boy at the top of the column, and one with a picture of a girl.
- Ask students to copy the table into their notebooks, and then write the names of all the girls in the class in the 'girl' column and all the boys' names in their column. This should work well as students may not know each other well, so it's good to find out everyone's names. Furthermore, they may know how to write each other's names in Arabic, but not necessarily in English, so this exercise will hopefully provide an insight into the connection between letters and sounds in English, and how they link to Arabic. If your class is all boys or all girls, you can ask students to write names of family members and friends.

ACTIVITY BOOK page 4

1 Read and match

1 Help students to find page 4 of their Activity Book.
2 Ask students to look at Exercise 1 and to say what they can see in the pictures.
3 Read the words in the panel at the top. Explain that you would like them to match the pictures with the phrases. Read the example and check they understand the task.
4 Students match the pictures to the phrases. They can work individually or in pairs.
5 Check their answers as a class.

Answers:

2–a 3–b

2 Look and circle

1 Read the example question and elicit the example answer.
2 Students then work in pairs to circle the correct words.
3 Check their answers as a class.
4 Once again, take this opportunity to have students reading the sentences and practicing their pronunciation.

Answers:

1 She's 2 His, He's 3 My, I'm

Closing

- Ask students to tell you some of the other students' names and ages.
- Explain that in the next lesson, they will describe people.



LESSON 3 SB page 5 AB page 5

Objectives:	To describe other people and yourself To listen to and identify physical features To circle key vocabulary To read and color physical features
Vocabulary:	*brown, green, blue eyes; glasses, long/short/ curly/straight/black/blond/red hair*
Language:	*I have (brown) hair and (blue) eyes.*
Life skills:	Respect for diversity
Materials:	Student's Book page 5 Activity Book page 5 Flash cards: long hair, short hair, curly hair, straight hair, black hair, blond hair, red hair, brown eyes, green eyes, blue eyes, glasses Colored board pens or chalks Colored pencils for students to color

Opener

- Revise language from last class by saying *Hello* and asking students' names and ages. Consolidate this by asking students about each other's names and ages.

Presentation

1 Hold up the flash cards of different hair and eyes, then present by saying, e.g. *brown hair, blond hair, straight hair, curly hair, brown eyes, blue eyes, green eyes*; point to the flash card with glasses and say *glasses*. Practice all vocabulary chorally and individually.
2 When you have finished, get students into small groups and give each group a few cards so they can continue practicing the pronunciation.
3 Swap around the cards so different groups check a range of vocabulary. It's very nice to come back into whole class at the end of an activity such as this, for a final consolidation of vocabulary and pronunciation.

STUDENT'S BOOK page 5

1 Listen, read and say

1 Ask students to open their books at page 5. Students should then look at the pictures.
2 Play the CD and pause after each phrase for students to repeat.
3 Students now work in pairs to continue pointing and saying.



Audioscript

Narrator:
brown eyes
blue eyes
green eyes
brown hair
black hair
blond hair
red hair
long hair
short hair
curly hair
straight hair
glasses

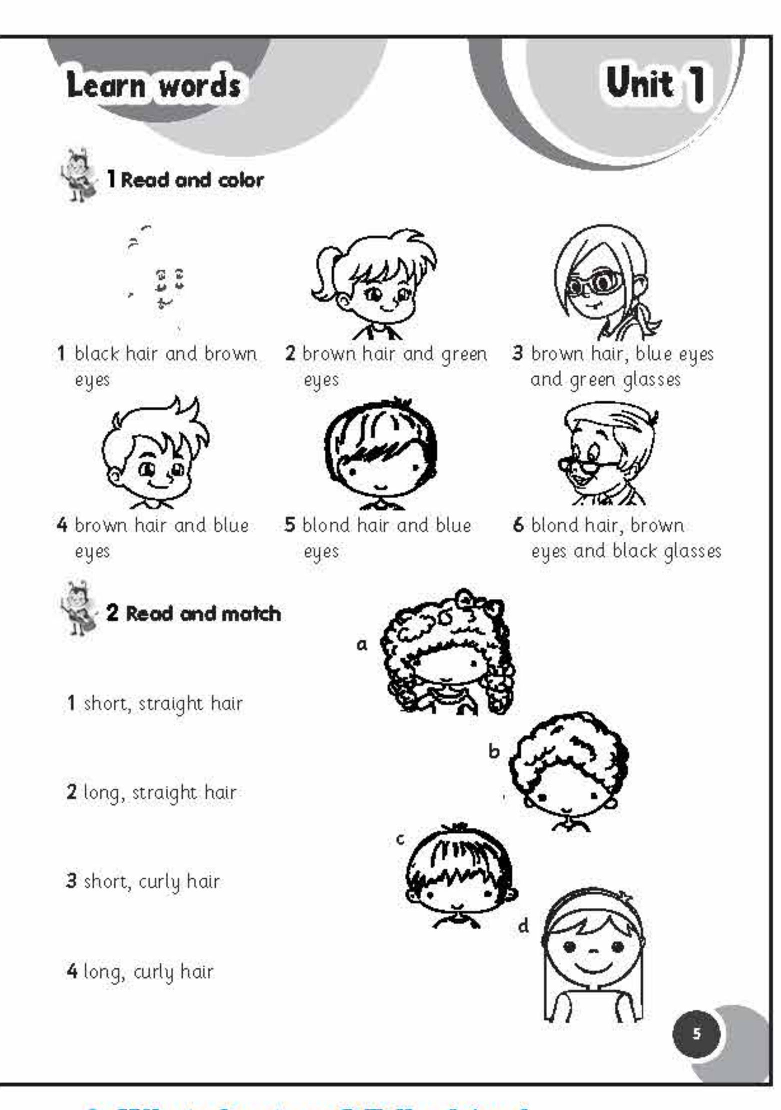
2 Look, read and circle

1 Look at item 1 with students. Give them a little time to decide which words should be circled, then check together.
2 Ask students to do the other two items in pairs, then check the answers as a class.

Answers:

1 brown, green
2 blond, blue
3 curly, brown





Learn words

Unit 1

1 Read and color

1 black hair and brown eyes
2 brown hair and green eyes
3 brown hair, blue eyes and green glasses
4 brown hair and blue eyes
5 blond hair and blue eyes
6 blond hair, brown eyes and black glasses

2 Read and match

1 short, straight hair
2 long, straight hair
3 short, curly hair
4 long, curly hair

a
b
c
d

5

3 What about you? Tell a friend

1 Look at the items in Exercise 2 again with students and ask them about themselves. Once one or two students have described themselves to the class, ask them to continue in pairs.

Fast finishers



- Ask these students to write two sentences about themselves, using the items in Exercise 2 as a model.

Practice game

- Play *Guess the picture* (Games bank, page 209) using the items from the Student's Book. You begin by drawing something on the board, e.g. green eyes, and students have to guess. The first student to guess correctly comes up to the board and draws something else from the lesson for the others to guess. Guide students so that they always produce something from the lesson so the others have a chance of guessing what it is.

ACTIVITY BOOK page 5

1 Read and color

1 Help students to find page 5 of their Activity Book. Check they have coloring pencils on their desks for this exercise.
2 Ask students to look at Exercise 1 and to say what they can see in the pictures.
3 Look at the example together and check understanding. Then color the eyes and hair together. Ask students to do the same.
4 Students color the other pictures.
5 Check their answers as a class. Once answers are checked, ask students to read the phrases again, as a class and individually, so that you can monitor their pronunciation.

2 Read and match

1 Ask a student to read the first phrase, then with your pencil on the book, elicit from students where it should go.
2 Students then continue in pairs to match the other items.
3 Check their answers as a class.

Answers:

1-c
2-d
3-b
4-a

Closing

- Finish off the lesson by describing some of the students with simple phrases, e.g. *black hair and brown eyes*, then ask students to say the name of the student you're describing.
- As a class, students can then continue describing each other, one at a time, and then other students say the name of the student being described. Bear in mind that there might be more than one possible student who fits the description, but this adds to the fun!
- Say that in the next lesson, they are going to describe people in more detail.



LESSON 4 SB page 6 AB page 6

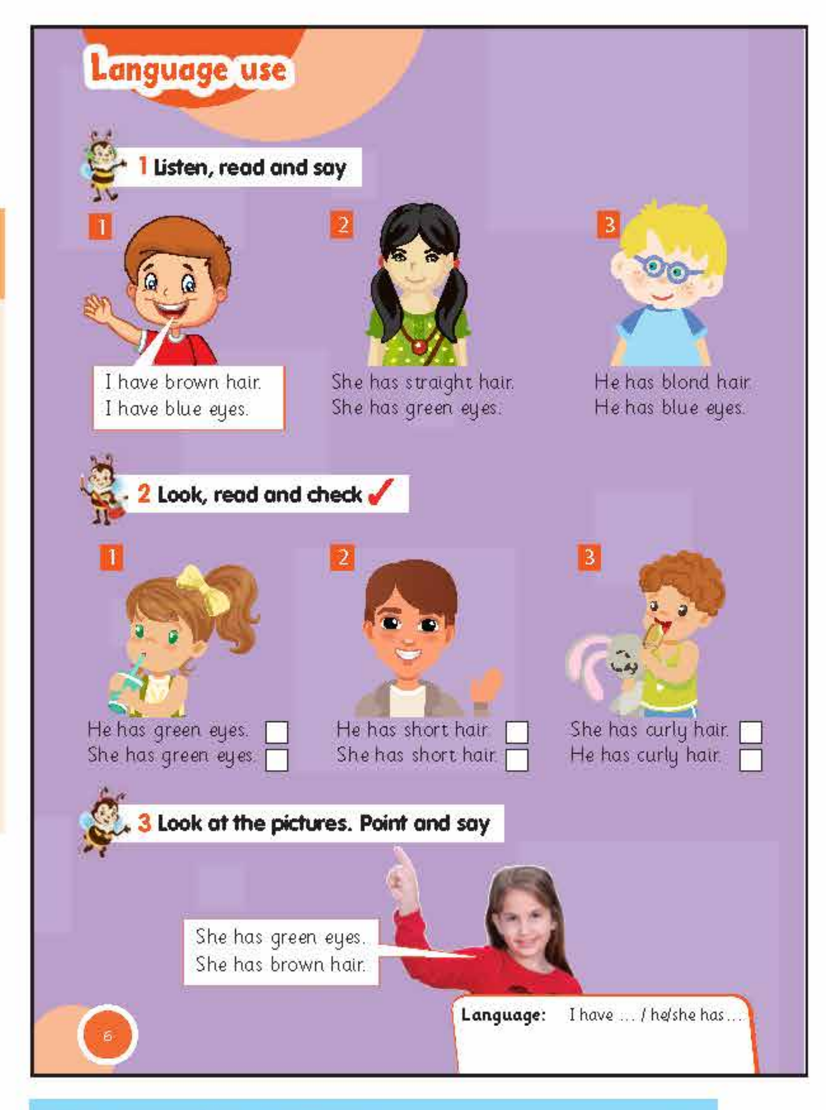
Objectives:	To identify describe oneself and others using full sentences To use present simple of the verb *have* to describe oneself and others To listen to and identify a correct description To identify personal pronouns To identify correct verb forms To complete sentences To color according to a description
Language:	*I have brown hair. She has green eyes.*
Materials:	Student's Book page 6 Activity Book page 6 Colored pencils for students to color Optional: pictures of a variety of people (1 per student)

Opener

- Play *Mime it* (Games bank, page 209) with some of the items from page 5: *green eyes, black hair, glasses.* Students sit in a circle and if the phrase relates to them (or, if you prefer, to a picture of a person that you give them) then they have to move. So you say, for example, brown hair and everyone with brown hair moves. However, each time students move, one chair is removed from the circle, so the person who fails to find a seat when they move has to leave the game. Continue until there's one person left, then they are declared the winner.

Presentation

1 Stand in front of students so they can all see you. Then use phrases to describe yourself, e.g. *I have blond hair. I have green eyes.* Say the phrases clearly so that students can repeat easily.
2 Now indicate to a confident student and gesture that he/she should say two phrases about themselves. Help them to produce their phrases, checking understanding of vocabulary and pronunciation.
3 Continue with a number of students, then ask them to work in small groups to repeat and check with each other. At the end, they could mingle and move around the classroom, describing themselves.
4 Bring everyone back to plenary, with students facing the front. Invite a girl to come to the front and describe her, e.g. *She has straight hair. She has blue eyes.* Practice pronunciation chorally and individually. Then invite a boy to come to the front and give two phrases about him, e.g. *He has curly hair. He has black eyes.* Practice pronunciation chorally and individually. Ask students to once again work in small groups and describe each other. Circulate and monitor, checking vocabulary and pronunciation.



STUDENT'S BOOK page 6

1 Listen, read and say

1 Help students to find page 6.
2 Ask students to look at the pictures: *Look! What can you see?* Elicit any vocabulary students can produce, relating to the pictures.
3 Now read the sentences with the students and ask them to repeat. Check pronunciation.
4 Play each sentence on the CD and have students repeat. Check pronunciation once again.
5 As a final activity, students can read the sentences to each other.

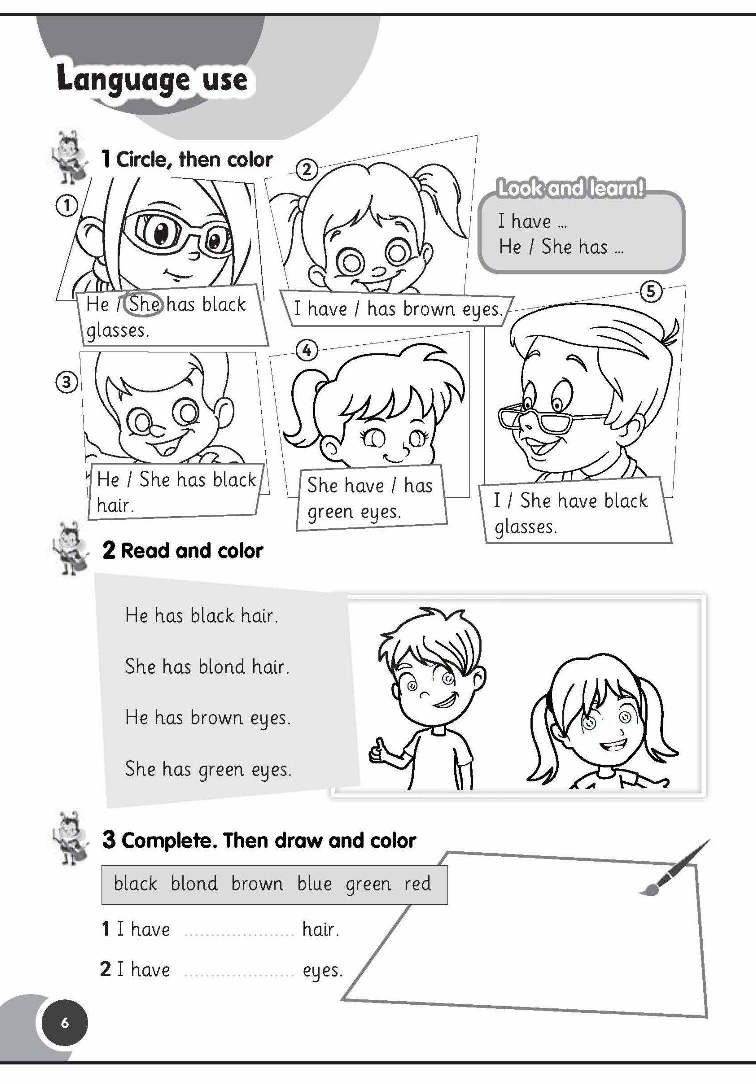
Audioscript

Narrator:	*1*
Boy 1:	*I have brown hair. I have blue eyes.*
Narrator:	*2*
Boy 1:	*She has straight hair. She has green eyes.*
Narrator:	*3*
Boy 1:	*He has blond hair. He has blue eyes.*

2 Look, read and check (✓)

1 Look at the picture of the girl and encourage students to describe it. Make sure they use 'she' correctly. Then indicate if the boy or girl should be ticked. Show that it's the girl, as per the example.





Language use

1 Circle, then color

1. He / (She) has black glasses.
2. I have / has brown eyes.
3. He / She has black hair.
4. She have / has green eyes.
5. I / She have black glasses.

Look and learn!
I have ...
He / She has ...

2 Read and color

He has black hair.
She has blond hair.
He has brown eyes.
She has green eyes.

3 Complete. Then draw and color

black blond brown blue green red

1 I have .... hair.
2 I have .... eyes.

6

2 Have students continue in pairs to check the correct box in each instance.
3 Check answers and ask students to read the sentences again to check pronunciation.

Answers:

1 She has green eyes.
2 He has short hair.
3 He has curly hair.

3 Look at the pictures. Point and say

1 Ask students to look again at the pictures in Exercise 2 and further exploit the details in them, e.g. for the first picture they can say *She has brown hair*. For the second picture you can elicit *He has brown eyes*. And for the third picture *He has brown eyes*.

Extra practice

- Play a version of *Point to the picture* (Games bank, page 210). For this game, quickly draw six pictures of people on the board, with different colored eyes and hair, as well as some wearing glasses. Their hair can also be straight or curly, short or long, to fit in with lesson language. Under each picture, clearly write a name, e.g. *Salma*, Adam, etc. Then say that you will give the description and they need to give you the name of the person. So you say, e.g. *She has long blond hair. She has green eyes*. Students put up their hands and give you the person's name. They can then take the role of 'teacher' for the next one, giving the description for the other students to guess the identity of the person. Continue until all people have been described.

NB: If you have more time, you could cut pictures of people out of magazines to use for this activity, stick name labels on the people, and distribute to the students to use in small groups. They then practice describing for each other.

ACTIVITY BOOK page 6

1 Circle, then color

1 Help students to find page 6 of their Activity Book. Make sure that everyone has coloring pencils to use for the activity.
2 Ask students to look at the first item and see the circle.
3 Take a black coloring pencil and indicate to students that they should do the same, and color the glasses.
4 Now ask students to continue coloring in the pictures.
5 Check their answers as a class.

Answers:

2 have
3 He
4 has
5 I

2 Read and color

1 Ask a student to read the first sentence. Then show the example with the coloring pencil and begin to color in.
2 Indicate to students that they should read the other sentences to work out which color should be used in each instance.
3 Now ask students to complete the task in pairs.
4 Check their answers as a class.

3 Complete. Then draw and color

1 Ask a student to read the sentences. Then ask students to complete the sentences for themselves orally, after which they can write the missing words.
2 They then draw and color a picture of themselves.
3 Circulate, monitoring and giving help with the sentences, vocabulary and hand writing.

Students' own answers

Closing

- Ask a few students to tell you what they wrote: *I have brown hair. I have black eyes*.
- Explain that in the next lesson, they are going to learn how to talk about themselves and others more.



LESSON 5 SB page 7 AB page 7

Objectives:	To consolidate descriptions of people's facial features To say people's ages To identify and say words To identify, read and color To draw and color
Language:	*She has blond hair and green eyes. He's 7. She's 6.*
Materials:	Student's Book page 7 Activity Book page 7 Colored pencils for students to draw and color White paper Pictures of people from newspapers or magazines

Opener

- Play *Catch and say (1)* (Games bank, page 208) using short sentences. e.g. *green eyes, blond hair, glasses, straight hair,* etc.

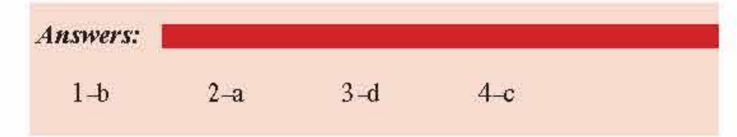
Presentation

1 Show pictures of people from magazines or the internet and encourage students to describe them.
2 Show pictures to students and elicit any facial descriptions they can produce. Encourage further descriptions and help with further vocabulary and pronunciation, as necessary.

STUDENT'S BOOK page 7

1 Look, read and match. Say the name

1 Help students to find page 7.
2 Ask students to describe any of the children in the pictures. Review how we say ages in English, e.g. *She's 7; He's 6.*
3 Explain that they should match the description with the pictures.
4 Ask them to work in pairs to complete the task.
5 Circulate and monitor to give students help, as necessary.
6 Check answers and ask students to read descriptions to check pronunciation.


Answers:

1–b 2–a 3–d 4–c



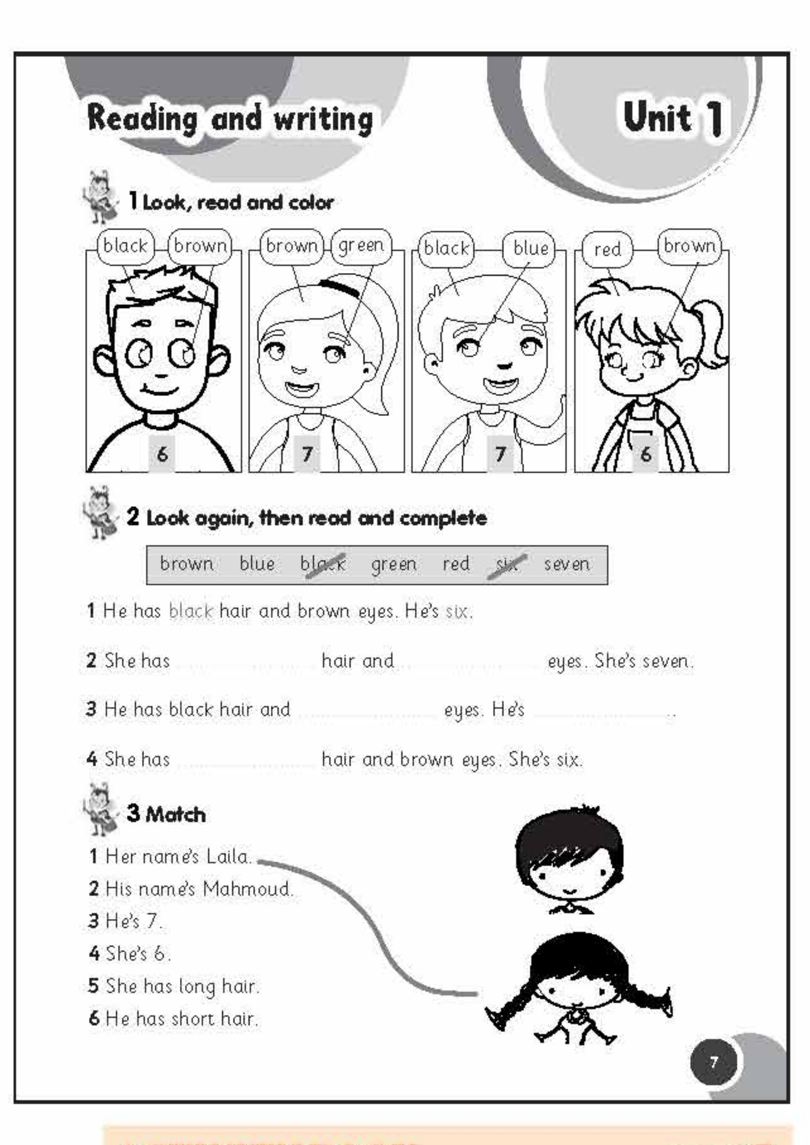
2 Talk to your shoulder partner

1 Choose a confident student. Ask him or her to stand up.
2 Tell the student what you look like, for example *I have black hair and brown eyes.* Encourage the student to tell you what he/she looks like.
3 Point out any similarities between you and the student, for example *We both have brown eyes.* Thank the student for his/her help.
4 Point to the example in the book and read the sentences with the class.
5 Explain that the students should work in pairs to discuss what they look like and try to find any similarities with their friends. Make sure you are clear that it is fine if they look similar or different – they are all beautiful in different ways!
6 Monitor as they work and help as necessary.
7 Ask a few confident pairs to show their conversations to the class.

Extra practice

❑ Describe two or three students from the class, and add in their age. Students have to guess who it is by saying their name. Students can then continue, one at a time, giving a description of another student for their classmates to guess who it is.





Reading and writing

Unit 1

1 Look, read and color

black brown | brown green | black blue | red brown

6 | 7 | 7 | 6

2 Look again, then read and complete

brown blue ~~black~~ green red ~~six~~ seven

1 He has black hair and brown eyes. He's six.

2 She has ______ hair and ______ eyes. She's seven.

3 He has black hair and ______ eyes. He's ______.

4 She has ______ hair and brown eyes. She's six.

3 Match

1 Her name's Laila.
2 His name's Mahmoud.
3 He's 7.
4 She's 6.
5 She has long hair.
6 He has short hair.

7

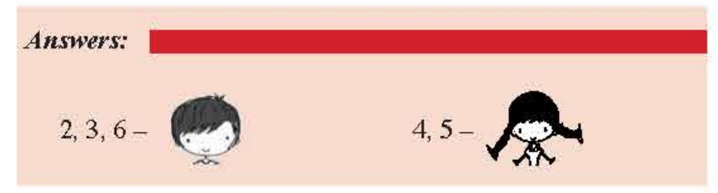
Answers:

2 brown, green
3 blue, seven
4 red

3 Match

1 Explain the task. Students are going to draw a line from the sentences to either the boy or the girl.
2 Go around the classroom and check they are doing this well. Encourage them to describe the pictures.
3 Check the answers at the end. Ask students to read out their answers to check pronunciation.

Answers:



Extra practice

- For a final energizing activity at the end of class, do the following: draw a big picture of a boy of around six on one side of the board, and a big picture of girl of the same age on the other. Under the boy write *Zyad* and under the girl write *Gameela*. Then give students white paper. They should cut or tear it in half and on one side write *Zyad* and on the other *Gameela*. You will then say sentences and students should hold up either *Zyad* or *Gameela*. Say some pre-prepared sentences such as *She's 6, He's got brown eyes., She's got curly hair.*, etc. and watch as the papers go up. Do this at a fast pace so students have to react quickly and are energized. Watch to see if the correct name goes up and if there are any students struggling – this will help identify if you need to give some remedial help in the next class.

Closing

- Remind students of what they have learned so far.
- Say *Next we will practice our speaking.*

ACTIVITY BOOK page 7

1 Look, read and color

1 Help students to find page 7 of their Activity Book. Make sure they all have colored pencils for the activity.
2 Ask students to look at the first picture and help students' understanding.
3 Check they understand they need to use the color in the label for their pictures.
4 Now ask students to complete the task. Go around the classroom and monitor as they are working.
5 Check their answers as a class. Students show their pictures to each other.

2 Look again, then read and complete

1 Ask students to look again at the pictures in Exercise 1.
2 Show them, using your pencil, where they should complete the information in the sentences, by looking at the pictures and checking the words in the word pool above.
3 Ask students to work in pairs to complete all the sentences.
4 Circulate, helping with vocabulary and handwriting skills.
5 Check all answers with the class. Ask students to read out their answers to check pronunciation.



LESSON 6 SB page 8 AB page 8

Objectives:	To describe different people To identify facial features
Vocabulary:	*blond/black/brown hair; green/brown eyes; glasses*
Language:	*She has (blond hair and green eyes).* *It's number (7)!*
Materials:	Student's Book page 8 Activity Book page 8 Flash cards: long hair, short hair, curly hair, straight hair, black hair, blond hair, red hair, brown eyes, green eyes, blue eyes, glasses White paper and colored pencils

Opener

- Play *Point to it* (Games bank, page 210) with the physical features. Stick the flash cards to the board, then say, e.g. *green eyes*, and a student has to come to the board, take the correct card and give it to you. They then take a turn leading, i.e. describing a facial feature, and another student comes out to the board to take the card and give it to them. If they're correct, they then become 'leader' and the other student sits down. Continue until the pace starts to drop, then bring the activity to a close.



STUDENT'S BOOK page 8

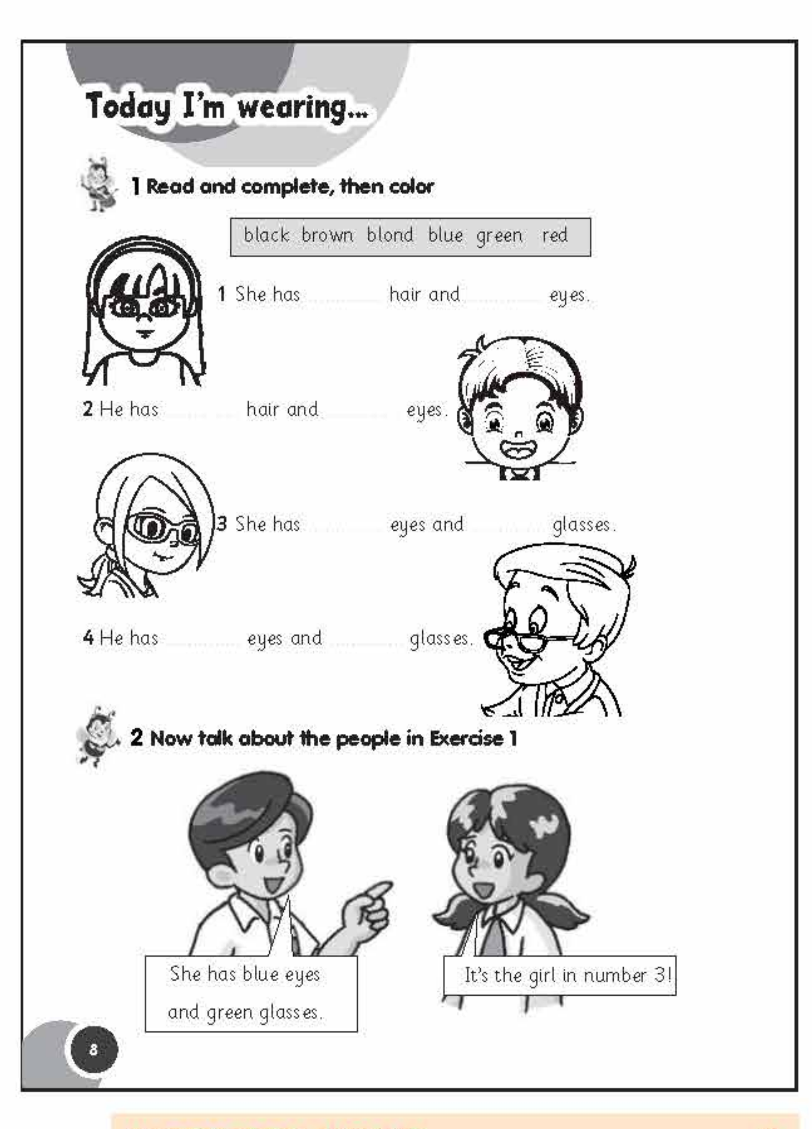
1 Who is it? Look and play

1 Help students to find page 8.
2 Ask them to describe some of the pictures on the page.
3 They now work in pairs: one student describes one of the people on the page and the other gives the number.
4 Circulate and help with vocabulary and pronunciation, as necessary.

Extra practice

❑ Give out white paper and colored pencils. Have students working with a new partner. Tell them that one person will describe and the other will draw on the white paper. However the one who is drawing should hide their paper from their partner so they only see at the end. They should then show the drawing and see if it's correct; the pair now swaps roles so that the other person describes and the other one draws.





Today I'm wearing...

1 Read and complete, then color

black brown blond blue green red

1 She has .... hair and .... eyes.

2 He has .... hair and .... eyes.

3 She has .... eyes and .... glasses.

4 He has .... eyes and .... glasses.

2 Now talk about the people in Exercise 1

She has blue eyes and green glasses.

It's the girl in number 3!

8



ACTIVITY BOOK page 8

1 Read and complete, then color

1. Help students to find page 8 of their Activity Book. Make sure they have a set of colored pencils.
2. Show them the four head-and-shoulder outlines to be colored in. They should now color in the shapes using colors from those in the word pool.
3. Circulate and check that everyone has understood what they should do, and they're using a variety of colors to color in their heads. Point out that they should not simply copy their partner.
4. When they have finished coloring, they should complete their sentences so they fit with the way the pictures have been completed.
5. Circulate and help with vocabulary, spelling and handwriting.

Students' own answers

2 Now talk about the people in Exercise 1

1. Ask students to work in pairs.
2. They should show their partner their Activity Book Exercise 1, then read the sentence. The partner should then point to the correct picture.
3. Circulate and check they are doing the activity correctly.

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can describe people.*
- Say *Next we will learn a new phonics sound.*



LESSON 7 SB page 9 AB page 9

Objectives:	To recognize and produce the phonics sounds /p/ and /b/ To find words with the /p/ and /b/ sounds To write words with *p* and *b*
Vocabulary:	*pen, bag, bus, pan, boy, pencil*
Language:	*I have a black pen.* *She has a red toy.*
Materials:	Student's Book page 9 Activity Book page 9 Class CD Colored board pens for Opener activity Flash cards: long hair, short hair, curly hair, straight hair, black hair, blond hair, red hair, brown eyes, green eyes, blue eyes, glasses Phonics cards: pen, bag, bus, pan, boy, pencil

Opener

- Play a version of *Guess the picture* (Games bank, page 209). Use the flash cards or draw a very simple picture on the board of a girl or boy's face, with a specific hair and eye color, glasses, age badge, etc. Then put students into 2 teams and invite the teams to come up with the best description. Point out all elements of the picture should be in place. Award points, then do another drawing for them to describe. Continue until the pace starts to drop.

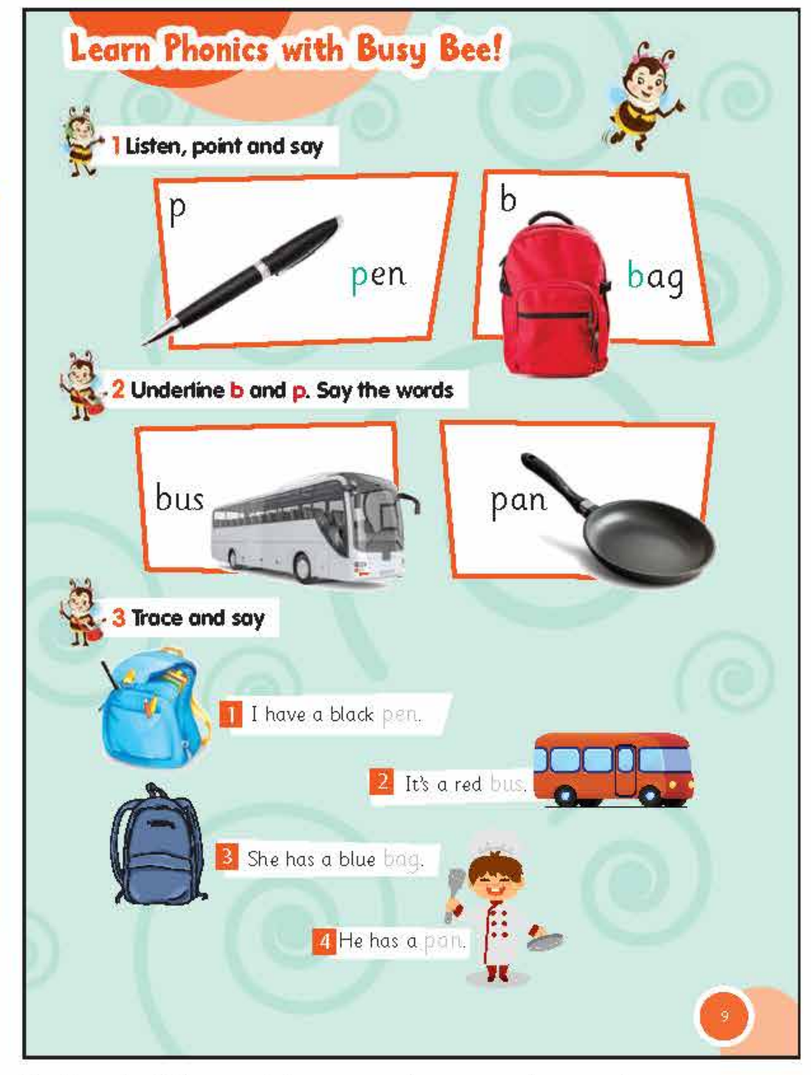
Presentation

1 Show the flash cards with the following sounds on: *pen, bag, bus, pan, boy, pencil*. Use them to get students to produce the target sounds /p/ and /b/. Help students to articulate the sounds and watch to see if anyone is having difficulties, if they are, offer help.

STUDENT'S BOOK page 9

1 Listen, point and say

1 Help students to find page 9.
2 Point to the picture of pen and ask *What it is?* Students say *pen*.
3 Then point to the letter *p* on the page and say the sound */p/*. Students repeat after you. Practice this several times.
4 Do the same with */b/*.
5 Say *Listen* and play the CD, encouraging students to repeat the sounds and words.



6 Play the CD several times so students can mirror and practice the correct pronunciation. /p/ and /b/ sounds are often confused by native Arabic speakers so play the audio several times until the students are confident.

Audioscript

/p/, /p/ pen   */b/, /b/ bag*

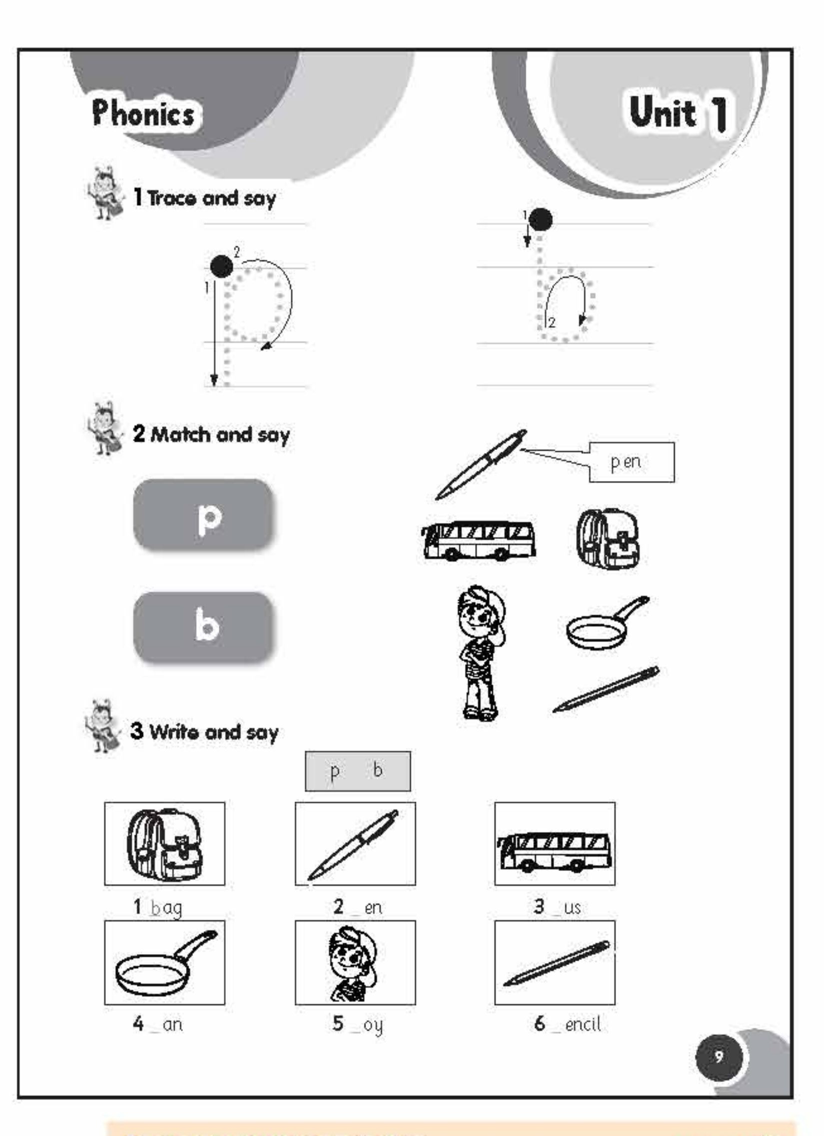
2 Underline b and p. Say the words

1 Point to the pictures and elicit what they are from students.
2 Check pronunciation and practice chorally and individually, as necessary.
3 Ask them to underline letters, then check their answers. This can be done by writing the words on the board and having two different students come up to the front to underline the correct letter, then checking with the class.

3 Trace and say

1 Point to the pictures and exploit their content with students.
2 Read sentences aloud for students to repeat, then they can repeat individually.
3 Using your pencil and holding up your book, show students how to trace out the letters with their pencils.
4 If students need extra help, practice air writing the words as a class.
5 Circulate as they work and give help with handwriting skills if necessary.







ACTIVITY BOOK page 9

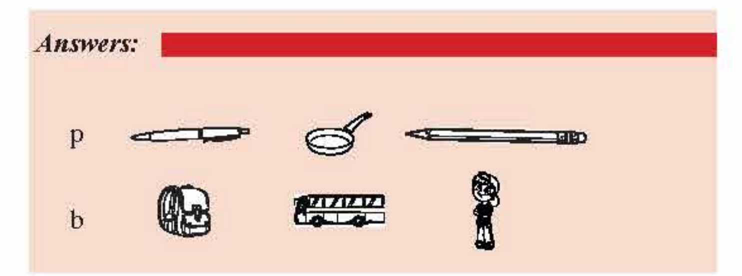
1 Trace and say

1 Help students to find page 9 of their Activity Book.
2 Ask students to say the letters.
3 Then ask them to trace the letters.
4 Circulate and give help with handwriting if necessary.

2 Match and say

1 With your pencil, and holding up your Activity Book, demonstrate what students should do, i.e. connect 'p' with the words beginning with 'p' and 'b' with the words beginning with 'b'.
2 Circulate and check that everyone has understood correctly and is on task.
3 Check answers. This can perhaps be done by you copying the letters and words onto the board and inviting students to come up to trace the lines between them.
4 Have students say the words and check pronunciation.

Answers:



3 Write and say

1 Copy the first two items onto the board and elicit what should be done.
2 Ask students to continue in pairs.
3 Circulate and give help with writing and pronunciation.
4 At the end, check the answers and their pronunciation with the whole class.



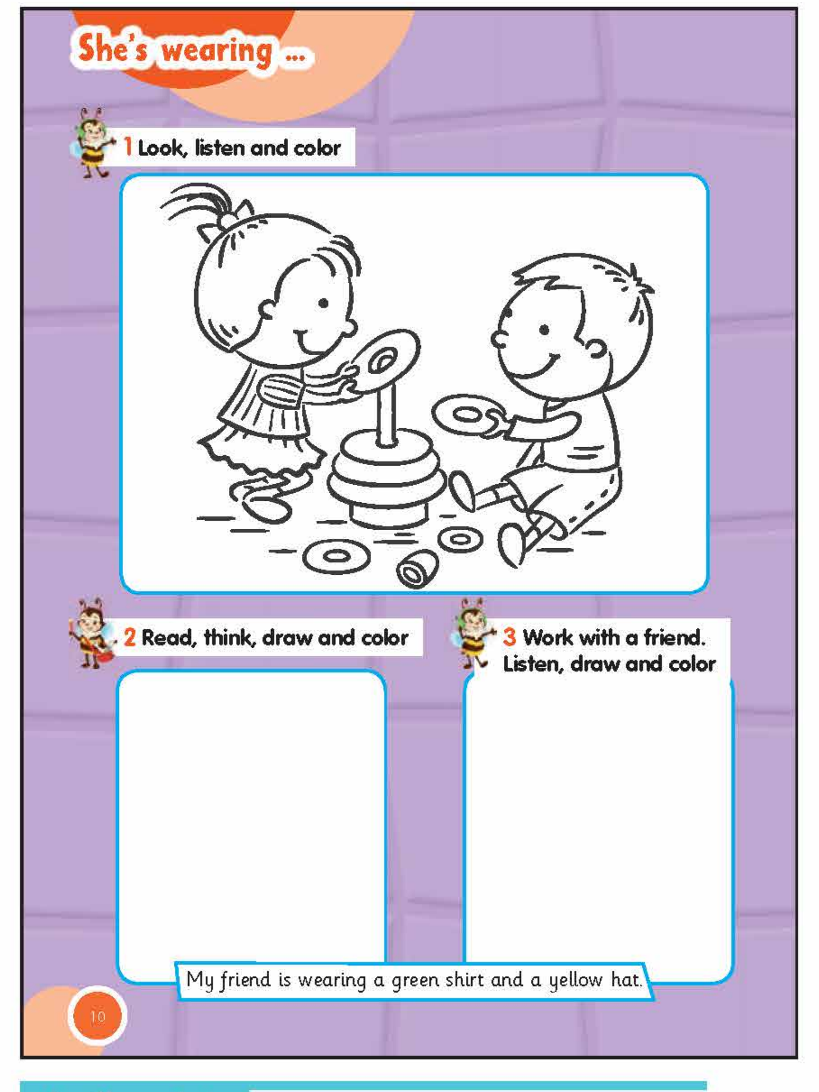
Answers:

2 pen
3 bus
4 pan
5 boy
6 pencil

Closing

- Play *Go to the letter (1)* (Games bank, page 208) with *p* and *b* to consolidate what students have learned in the lesson.
- Say *Next you will draw a face.*





LESSON 8 SB page 10 AB page 10

Objectives:	To understand a listening text giving facial features To color a picture from a description of facial features To write simple descriptions of oneself and others
Vocabulary:	*brown/black/red blond hair; green/brown eyes*
Language:	*Her name is Fatima. She has black hair. She has brown eyes.* *His name is Waleed. He has brown hair. He has green eyes.* *My name is ___. I have ___ hair. My eyes are _____.*
Materials:	Student's Book page 10 Activity Book page 10 Classroom CD Colored pencils or crayons

Opener

- Give out a white sheet of paper to all students.
- Think of a person who is familiar to your class (it could be your school principal or another adult in the school) and describe him or her to the class. Do not tell the class who you are describing.
- Make sure students have colored pencils or crayons.
- Describe the person again, pausing after each feature you mention to allow them time to draw this.
- When you have finished your description, encourage students to hold up their pictures to compare them. Tell them who you were describing. Do they recognize them?

STUDENT'S BOOK page 10

1 Look, listen and color

1 Help students to find page 10.
2 Ask them to describe the people in the pictures.
3 Then take colored pencils and show how they should color in as they hear the description.
4 Circulate and check that everyone is ready to listen, with colored pencils in hand.
5 Play number 1, then give students time to color, then do the same with number 2.
6 Circulate and check that everyone is on task. Give help as necessary.
7 To check answers, ask students to hold up their books.

Audioscript

1 He has brown hair. He has green eyes.

2 She has black hair. She has brown eyes.

2 Read, think, draw and color

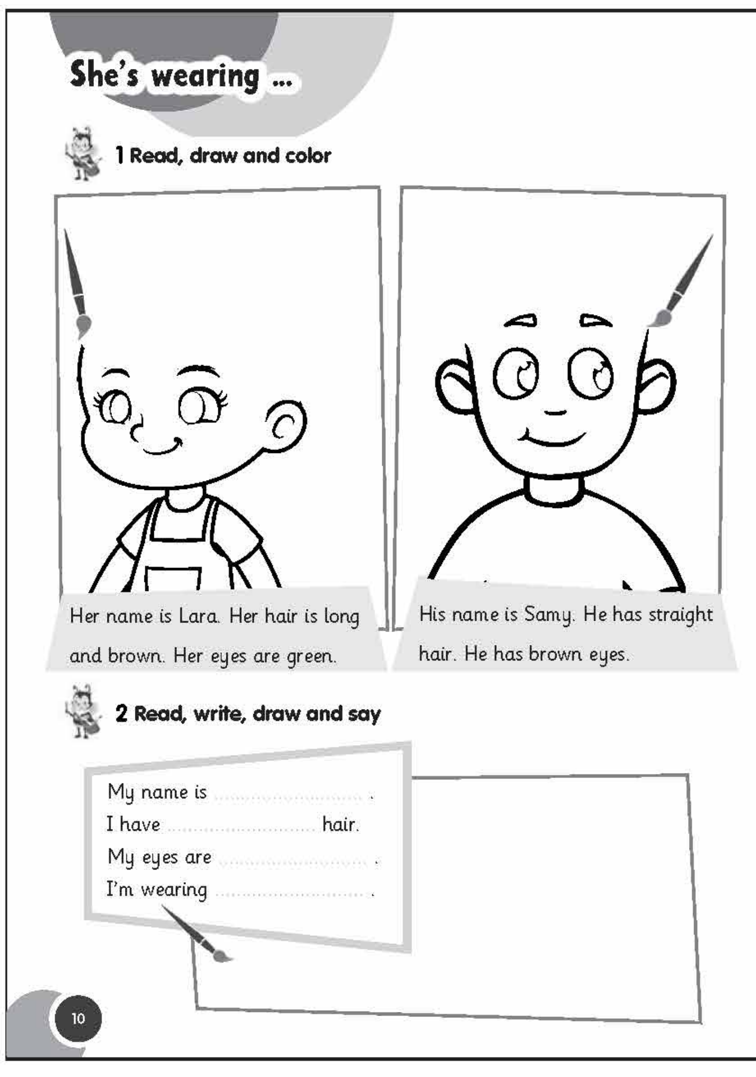
1 Show students that they have a white space on the page.
2 They should draw and color a boy or girl's give them a name. They should then dress them up according to the sentence they read.
3 Circulate and check that everyone has understood. Make sure that they have colored the shirt green and the hat yellow.

Students' own answers

3 Work with a friend. Listen, draw and color

1 Ask students to work in pairs and assign their partner.
2 Show them the white space in Exercise 3 where they should draw their partner's friend and ask them to get their pencils ready.
3 Explain that they should describe their picture for their partner to draw. Then they switch and they describe their picture to their friend.





4 If you want to make it more difficult you could ask them to hide their drawings from their partner while they draw.
5 At the end, they can check their partner's drawing against their own. This should prompt some fun reactions!

Students' own answers

ACTIVITY BOOK page 10

1 Read, draw and color

1 Help students to find page 10.
2 Ask them to say what they can see in the pictures. Ask them to describe the people.
3 Then take colored pencils and show how they should color in as they read the description. Elicit what color Lara's hair and eyes are.
4 Ask students to start coloring.
5 Circulate and check everyone is on task.
6 To check answers at the end, ask students to hold up their books.

2 Read, write, draw and say

1 Copy the unfinished sentence onto the board and ask one student to complete it for themselves, by telling you which words to write.
2 Invite a few more students to do the same for themselves, just by giving the information verbally and you writing it in the gaps.
3 Now ask all students to turn to their books and write in the information for themselves, and then finish off the Exercise with a picture, which they should color in.

Students' own answers

Closing

- Ask students to stand up and mingle, showing their pictures and saying their sentence to other students.
- Say *Now you can listen and draw a face.*
- Say *Next you will learn about life cycles in English.*



LESSON 9 SB page 11 AB page 11

Objectives:	To start to learn about life cycles in English To talk about the different stages of life, from babyhood to adulthood To match ages to the different stages in life
CLIL:	Science: the cycle of life
Vocabulary:	*baby, child, teenager, adult, elderly person*
Language:	*She's a baby. He's an adult.*
Materials:	Student's Book page 11 Activity Book page 11 Class CD Flash cards: baby, child, teenager, adult, elderly person Soft toy

Opener

- Play *Catch and say* (Games bank, page 208) with different physical features from previous lessons, e.g. green eyes, glasses, brown hair, blond hair, etc. You may want to brainstorm some of these on the board before the game starts.

Presentation

1 Use the flash cards to present the new language.
2 Stand at the front of the class and make sure all students are paying attention and can see the flash cards.
3 Show a flash card and say the word loudly and clearly. Have students repeat chorally and individually.
4 Mix up the flash cards and show them randomly, to check students have retained the new words. Check pronunciation again.
5 Write the words clearly at one side of the board, and stick the flash cards next to the words if space allows.

STUDENT'S BOOK page 11

1 Listen, point and say

1 Help students to find page 11.
2 Point to each of the pictures, then say the words and have students repeat.
3 Ask students to work in pairs and point and read the words for each other.
4 Circulate and check they are saying the words correctly.
5 Say *Listen* and play the CD, encouraging students to repeat the words and point to the correct picture.



6 Play the CD several times so students can mirror and practice the correct pronunciation.

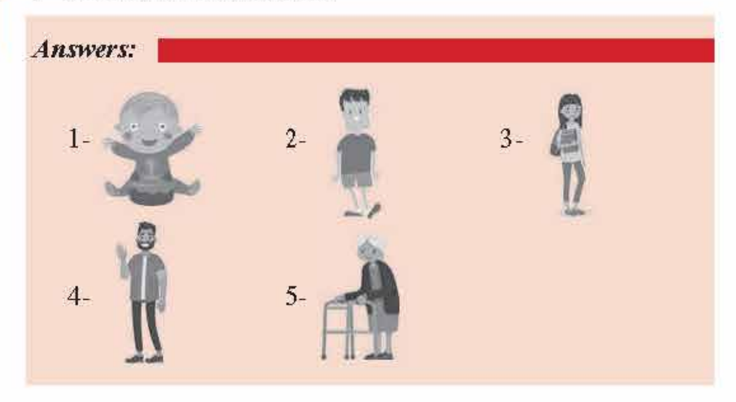
Audioscript

baby, child, teenager, adult, elderly person

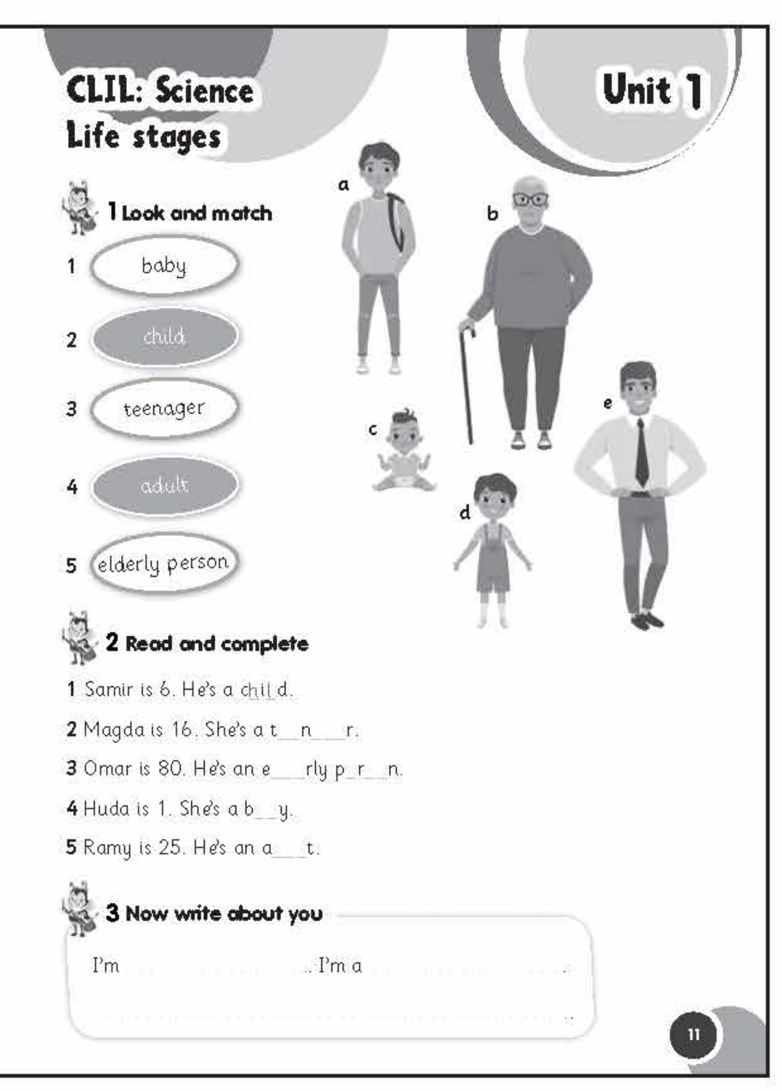
2 Read and match

1 Read the sentences with the class and check pronunciation.
2 Show students how to match the sentences and pictures by writing the number of the sentence in the box next to the correct picture.
3 Give students some time to work on the other sentences, circulating and helping as necessary.
4 Check answers as a class.

Answers:







Extra practice

- ❑ Point to each picture again and elicit the correct sentence.

Find out!

Ask students to look at the *Find out* box. Ask students to decide which stage they are, and say why.

ACTIVITY BOOK page 11

1 Look and match

1 Help students to find page 11 of their Activity Book.
2 With your pencil, show students how they should link the words to the pictures.
3 Circulate and check they are doing this well, and give help as necessary.
4 Check their answers.

Answers:

1–c
2–d
3–a
4–e
5–b

2 Read and complete

1 Write the unfinished word in item 1 on the board and show students how they should complete it.
2 Look at item 2 and elicit from students what the word should be, then ask them to complete it by writing in the letters.
3 Ask them to continue.
4 Circulate and check everyone's on task. Give help as necessary.
5 Check answers together. This can be done by writing the incomplete words on the board and asking students to volunteer to come to the board to complete them.

Answers:

2 teenager
3 elderly person
4 baby
5 adult

3 Now write about you

1 Ask students to complete the sentences.
2 Check their answers as a class.

Students' own answers

Closing

- Ask students to think of people they know who are in each of the different stages of life. Praise all reasonable answers.
- Say *Next you will know how to help your friends.*



LESSON 10 SB page 12 AB page 12

Objectives:	To share and be helpful to others in the classroom To sing a song about being kind To decide which pictures represent being kind To complete a scene about being kind to others
Life skills:	Participation: Sharing in the classroom
Vocabulary:	*shake hands, share*
Language:	*Hello, I share my toys with my friends. I smile. We play together.*
Materials:	Student's Book page 12 Activity Book page 12 Class CD Flash cards: baby, child, teenager, adult, elderly person

Opener

- Review the words from last class by showing the flash cards.
- You could stick these on the board, and say the age of the person; students then point to the correct picture, or come up to the board to take the correct flash card to give you.
- You could also quickly check their spelling by putting anagrams of the words for students to unscramble, e.g. yabb (baby), dcilh (child), rtaenege (teenager), etc.

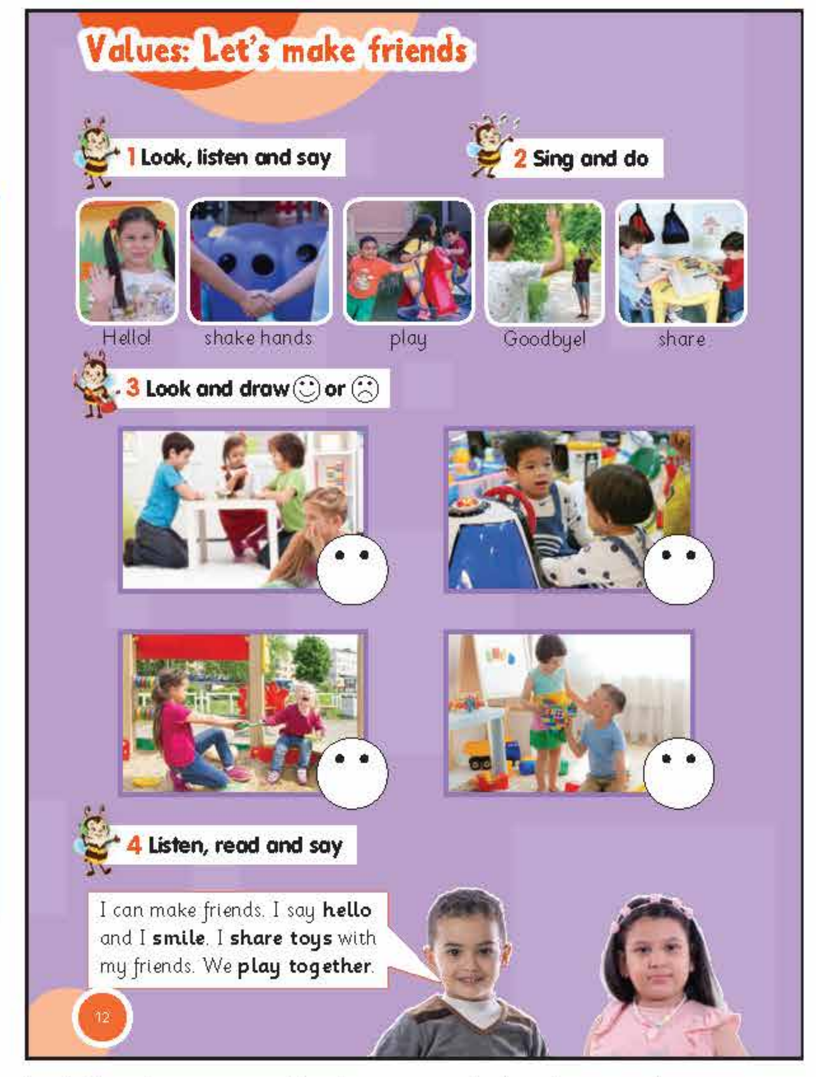
Presentation

1 Mime some instances of being rude to other people, e.g. show a shouty angry face, point at someone in a rude way, push a student slightly to show being rude, demonstrate not sharing your book with someone who's forgotten to bring theirs by putting your arm around your book so they can't see, etc.
2 Explain that in today's lesson, students are going to learn how to be kind and considerate to others.
3 Discuss why it's a good thing to be kind, unselfish and helpful in the classroom and in life.

STUDENT'S BOOK page 12

1 Look, listen and say

1 Help students to find page 12.



2 Ask students to say what they can see in the pictures and help them to read the captions.
3 Now play the CD and ask students to point to the pictures.
4 In L1 discuss how these situations show instances of good behavior. Discuss being polite and being kind and caring towards others.

Audioscript

Hello, shake hands, play, Goodbye, share

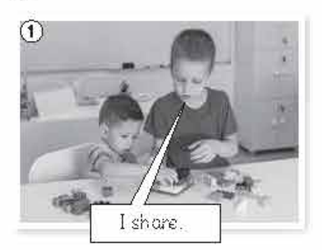
2 Sing and do

1 Give students some commands and indicate that they should do as you ask, that is, *Open your bag, Open your book, Say 'Hello', Close your bag, Close your book and Say 'Goodbye'.*
2 Say you will play the song and they should do the actions as they hear them.
3 Now play the CD and ask students to repeat the actions.
4 Once they've done this a few times, tell them they will now sing while they're doing the actions.
5 Continue a few times for them to enjoy singing and doing the actions.



Values
Let's make friends

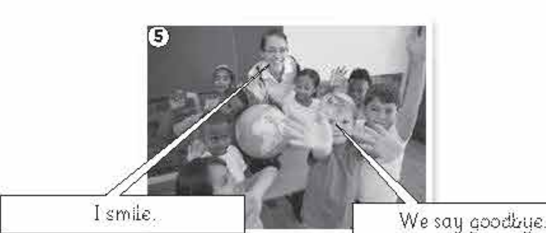
 **1 Look and trace**











12

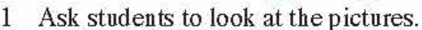
Audioscript

Open your bag, open your book
Say Hello, Hello!
Hello, Hello, Hello, Hello!
It's time to say Hello!
Close your bag, close your book
Say Goodbye, Goodbye.
Goodbye, Goodbye, Goodbye, Goodbye!
It's time to say Goodbye!

Extra practice

- Play the game *Teacher says (1)* (Games bank, page 211). Use the phrases from the song above, but also simple classroom phrases such as *Stand up, Sit down, Touch your book, Take your red pencil,* etc. This game is not only fun and useful, requiring a lot of careful listening and concentration, but it also acts as an energizer, to get the students on their feet and moving around. This is vital on a warm day when students may be getting a bit sleepy. If time allows, students could continue the game for a while in small groups.

3 Look and draw ☺ or ☹



1 Ask students to look at the pictures.
2 You could discuss how the people in the pictures feel.
3 Ask students to draw smiley or sad faces for the pictures.
4 Circulate and check students are on task. Discuss how the people in the pictures are feeling with individual students – sometimes some students prefer not to take part in class discussions and like to talk to you about these issues on their own.

Answers:

- not kind ☹ - kind ☺
- not sharing ☹ - sharing ☺



4 Listen, read and say

1 Point to the pictures at the bottom of the page.
2 Tell students that you will play the audio while you all read the text together.
3 Now play the CD and ask students to read along.
4 Put students into small groups to read the paragraph again a few times.

Audioscript

I can make friends. I say hello and I smile. I share toys with my friends. We play together.

ACTIVITY BOOK page 12

1 Look and trace

1 Help students to find page 12 of their Activity Book.
2 Look at the different pictures with students and discuss what's happening.
3 Hold your book and a pencil and pretend to trace the words which are in dots for students to trace. Indicate that students should take a pencil to trace the words in their books.
4 Circulate as they work and check they are doing this well. Give help as necessary.

Closing

- Ask students to act out one of the little scenes in the Activity Book in small groups. Make it clear the scene is mainly about kind body language, e.g. waving, shaking hands, smiling, and including people in games, so just a few words should be included.
- Circulate and help. When students are ready, ask a few groups to present their scenes to the class.
- Say *Now you know how to help your friends. Next we will look at more things we can do in the classroom.*



LESSON 11 SB page 13 AB page 13

Objectives:	To learn further classroom language To respond to classroom commands by carrying out the actions To produce classroom commands for others to respond to
Values:	Abiding by classroom rules
Vocabulary:	*wave goodbye, stand up, sit down, say hello/ goodbye*
Language:	*stand up, sit down*
Materials:	Student's Book page 13 Activity Book page 13 Class CD

Opener

- Play the game *Teacher says (1)* (Games bank, page 211). Use the phrases from last class, that is, *Stand up, Sit down, Open your book, Close your book, Say hello, Shake hands, Play a game* and *Wave goodbye.* Once you have played the game as a class, students can continue in small groups.

STUDENT'S BOOK page 13



1 Listen, read and say

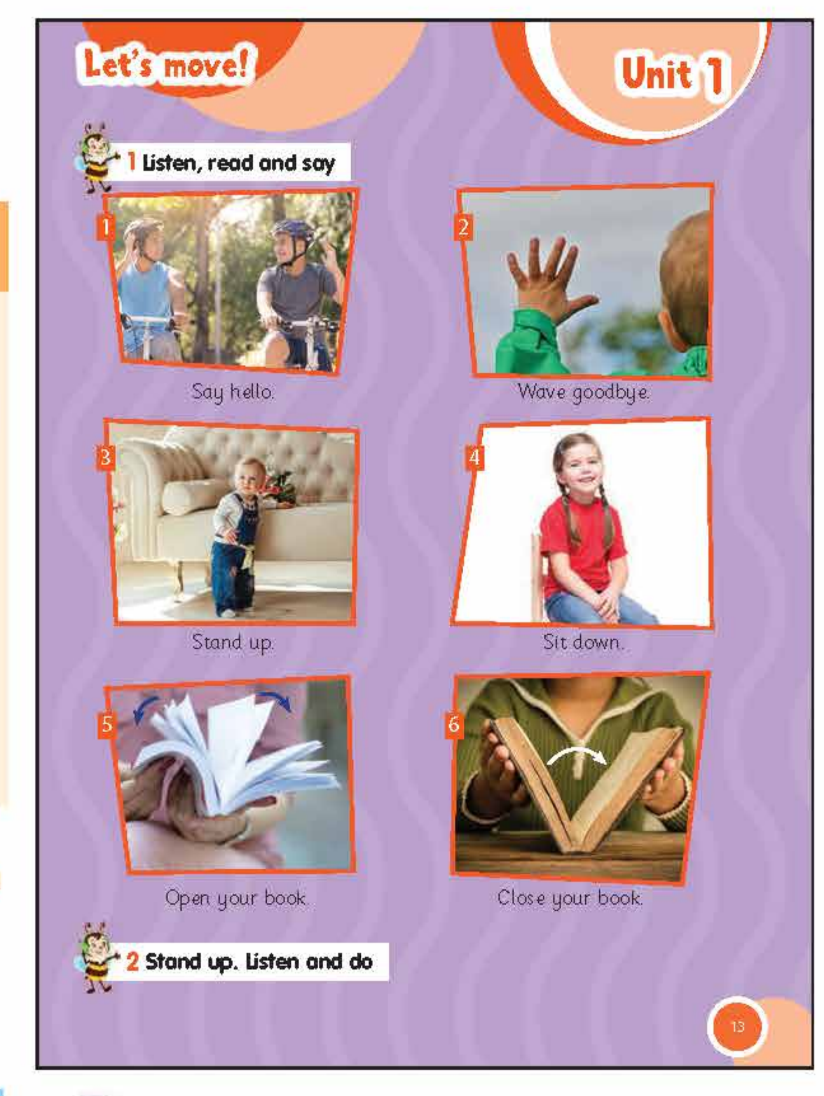
1 Help students to find page 13.
2 Ask students to say what they can see in the pictures.
3 Now play the recording. Students listen and point to the pictures.
4 Play the recording again. Students repeat what they hear.

Audioscript

Say hello.	*Sit down.*
Wave goodbye.	*Open your book.*
Stand up.	*Close your book.*

Extra activity

❑ Students are now well versed in responding to commands, but now they should produce the commands. Begin by doing actions at the front of class and indicate to students that they should come up with the language for what you are doing. You can open/close books, stand up, sit down, write on the board, wave and shake hands. Each time you do an action, elicit the language from students. If time allows, students could then continue in pairs.



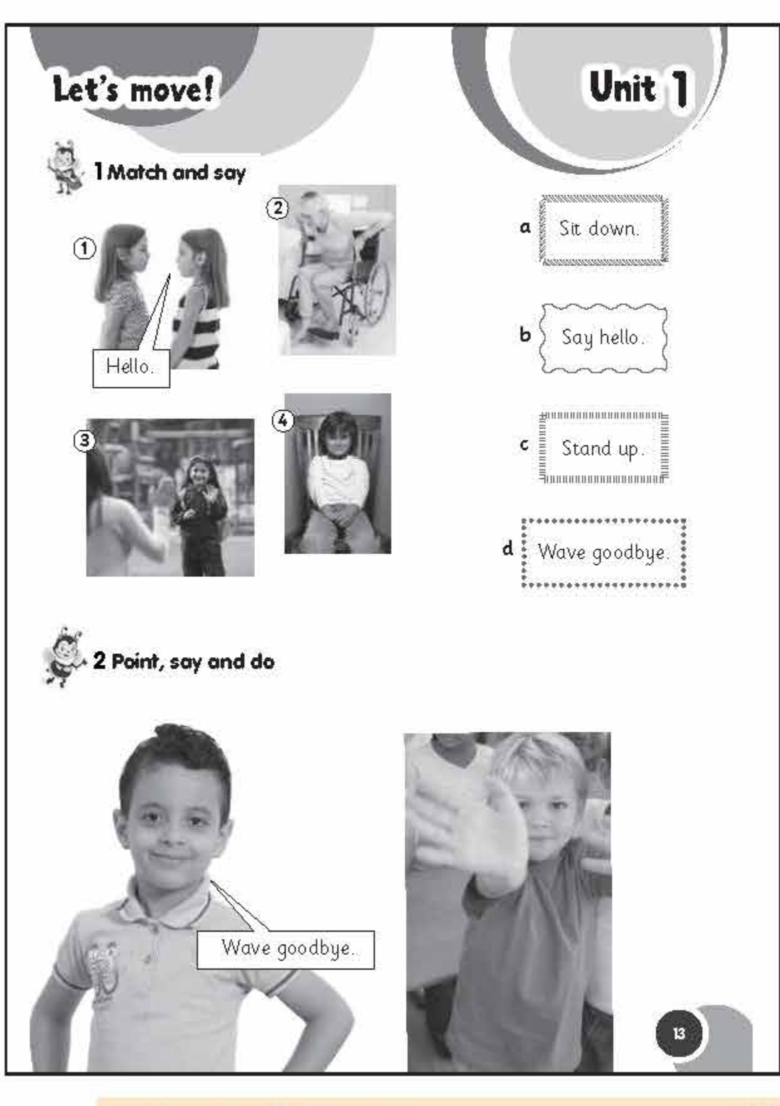
2 Stand up. Listen and do

1 Tell students you will play the CD and they should listen and do the actions.
2 Allow them to listen once without doing the actions.
3 Then get them into position, perhaps by pushing their chairs back slightly so they can move easily on the spot.

Audioscript

Wave goodbye
Sit down
Stand up
Say hello
Sit down
Wave goodbye
Say hello
Stand up





ACTIVITY BOOK page 13

1 Match and say

1 Help students to find page 13 of their Activity Book.
2 Show them how they should match the pictures on the left with the language on the right, using their pencil.
3 Circulate and check everyone is on task.
4 Check their answers as a class.



Answers:

1–b 2–c 3–d 4–a

2 Point, say and do

1 Refer students back to the language in Exercise 1.
2 They should now work in pairs to point to the phrases, then get their partner to say it and do the action.
3 Circulate and check everyone's understood and doing the exercise correctly.

Closing

- Say *Now you can say and do different things in the classroom.*
- Explain that in the next lesson, they are going to make a special face out of cardboard.





LESSON 12 SB page 14 AB page 14

Objectives:	To make a paper plate face To describe your facial features
CLIL:	Art
Language:	*I have brown hair and blue eyes!*
Materials:	Student's Book page 14 Activity Book page 14 A paper plate Colored circles of card – green, brown, blue, black, yellow Wool: brown, black, yellow, red Scissors Glue stick Colored pencils or crayons A lollypop stick for each child

Opener

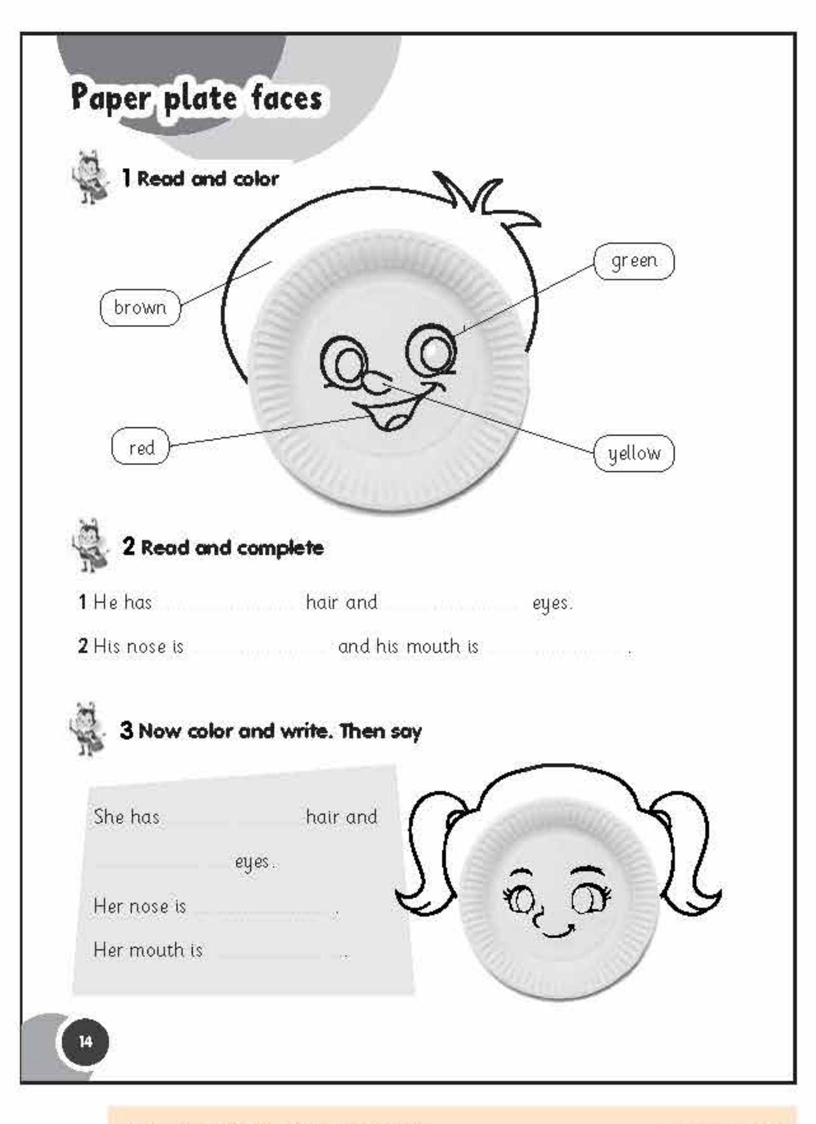
- Revise physical features by giving out the facial cut-out cards from Lesson 6. A few can be given to students in groups and one person can say what they see (hidden from the others) while the others draw.
- The cards can also be placed on notice boards and the board around the room, and once you give the description someone gets up to take the correct card.

STUDENT'S BOOK page 14

1 Cut and stick

1. Help students to find page 14.
2. Ask students to talk about what they can see in the pictures.
3. Read the instructions. Hand out the craft materials.
4. Students put together their faces, following the stages they can see in the pictures. Circulate and offer help with construction and gluing, if necessary.
5. When students have finished, they can complete the sentences. Offer help and support.
6. When they have finished, students can compare their plates to each other's.
7. Encourage students to display their plates around the room. Praise all good work.







ACTIVITY BOOK page 14

1 Read and color

1 Help students to find page 14 of their Activity Book.
2 Explain the task. Show students they should color the face, following the labels for guidance.
3 Circulate and check they are doing this correctly.

2 Read and complete

1 Read the incomplete sentences.
2 Now, ask students to complete the sentences so they describe the face in Exercise 1.
3 Circulate and offer help and support as they work.

Answers:

1 brown, green
2 yellow, red

3 Now color and write. Then say

1 Show students they have another face to color. This time they can choose the colors.
2 When they have finished coloring, they should complete the text.
3 Circulate and give help as necessary.

Students' own answers

Closing

- Say *Now you can talk about your face and hair.*
- Explain that in the next lesson, they are going to review what they have learned in this unit.



LESSON 13 SB page 15 AB page 15

Objectives:	To review the language from Unit 1 To match pictures with sentences To write key words To consolidate key vocabulary To check reading comprehension through coloring
Vocabulary:	*blue/brown/black/red hair; long/short/straight/curly hair; blue/brown/green eyes; baby, child, teenager, adult, elderly person*
Language:	*His name is ___. He's ___.* *I have curly hair. He has glasses. She has blue eyes.* *She's a baby/ adult/* etc.
Materials:	Student's Book page 15 Activity Book page 15 Flash cards: long hair, short hair, curly hair, straight hair, black hair, blond hair, red hair, brown eyes, green eyes, blue eyes, glasses, baby, child, teenager, adult, elderly person Colored pencils for students to color

Opener

- Play *Point to the picture* (Games bank, page 210) using the flash cards of physical features.

STUDENT'S BOOK page 15

1 Look, read and match

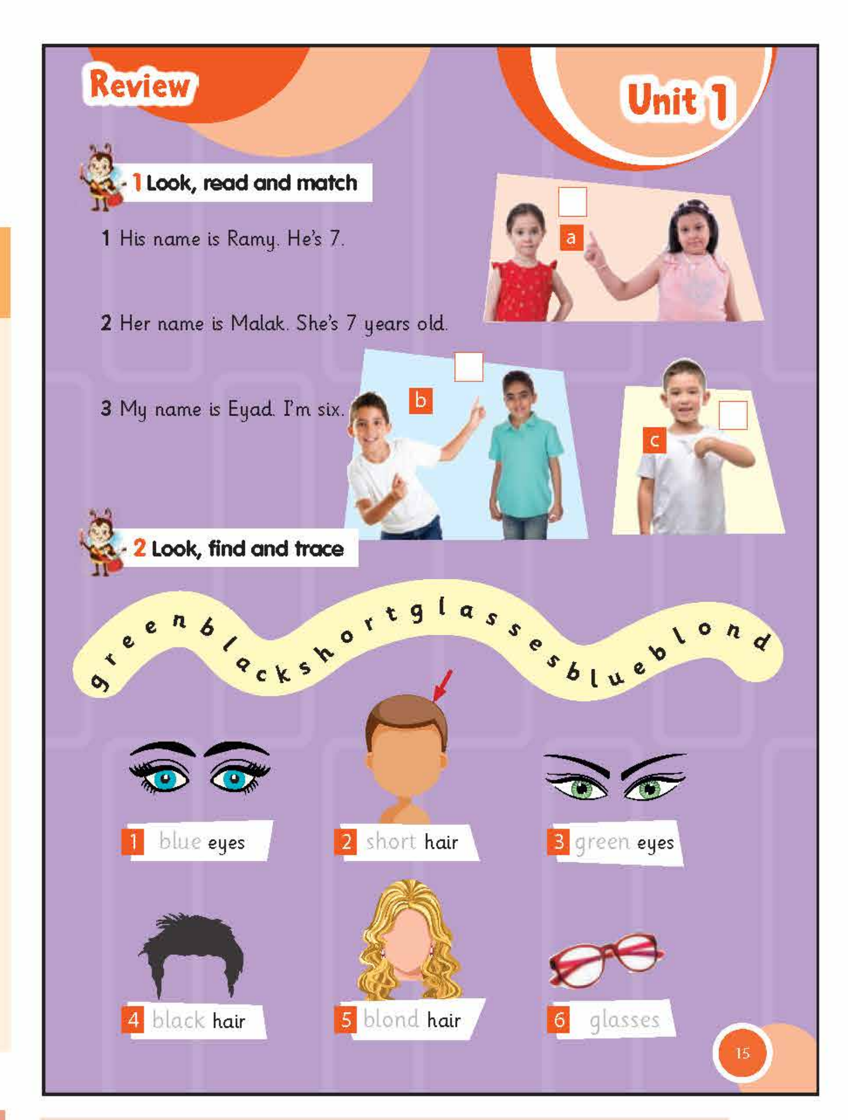
1 Help students to find page 15.
2 Show them they should match the phrases with the pictures.
3 Check their answers as a class.

Answers:

1–b 2–a 3–c

2 Look, find and trace

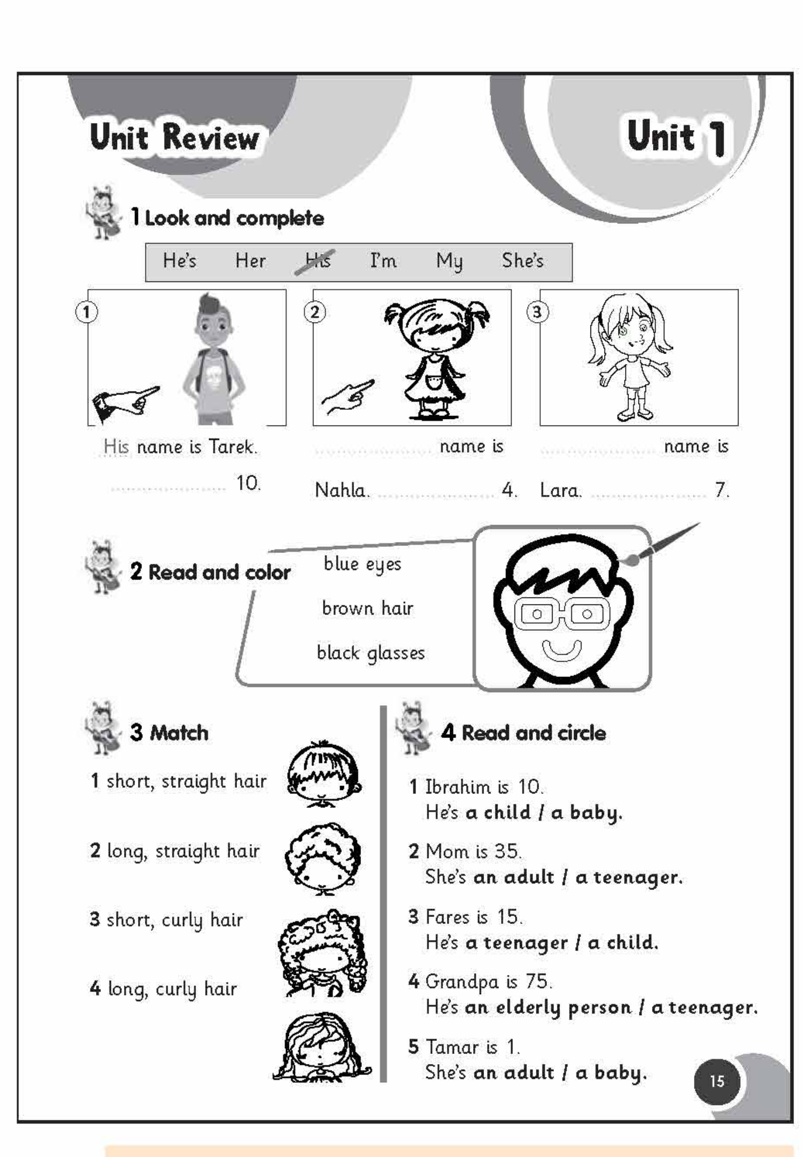
1 Copy the word snake onto the board. Help students to see find the different words and how they separate out.
2 They should now continue in their books, using their pencils to draw circles around each word.
3 Students can now complete the phrases below by tracing the letters.
4 Circulate and give help as necessary.



Answers:

green
black
short
glasses
blue
blond




Unit Review
Unit 1

1 Look and complete

He's	Her	~~His~~	I'm	My	She's

① His name is Tarek. .... 10.

② .... name is Nahla. .... 4.

③ .... name is Lara. .... 7.

2 Read and color

blue eyes
brown hair
black glasses

3 Match

1 short, straight hair
2 long, straight hair
3 short, curly hair
4 long, curly hair

4 Read and circle

1 Ibrahim is 10.
He's **a child / a baby.**
2 Mom is 35.
She's **an adult / a teenager.**
3 Fares is 15.
He's **a teenager / a child.**
4 Grandpa is 75.
He's **an elderly person / a teenager.**
5 Tamar is 1.
She's **an adult / a baby.**

15

ACTIVITY BOOK page 15

1 Look and complete

1 Help students to find page 15 of their Activity Book.
2 Explain the task. Show students that they need to copy words from the box into the correct sentences.
3 Check their answers. Students read the sentences aloud.

Answers:

1 He's
2 Her, She's
3 My, I'm

2 Read and color

1 Read the phrases with students.
2 Show them, with your blue pencil, that they should take the relevant colors and color the picture accordingly.
3 Circulate and check that everyone's on task. Check their answers as a class.

3 Match

1 Show students they should draw a line connecting the descriptions and the pictures.
2 Circulate and check everyone knows what they're doing.
3 Check answers as a class.

Answers:



4 Read and circle

1 Read the phrases with students. Show them that they should circle the relevant words to match with the age.
2 Circulate and check everyone's on task.
3 Check answers as a class.

Answers:

1 a child
2 an adult
3 a teenager
4 an elderly person
5 a baby

Closing

- Say *Now you can talk about face and other people's faces.*
- Tell them they can talk about the different stages of life in English.
- Tell them they know how to be kind and helpful in the classroom.
- Praise students for their hard work on Unit 1. Tell them that in Unit 2, they are going to learn to talk about their family.

Unit 2

LESSON 1 SB pages 16-17 AB pages 16-17

Objectives:	To introduce one's family To listen to and repeat key vocabulary To write key vocabulary
Vocabulary:	*mom, dad, brother, sister, grandma, grandpa*
Language:	*This is my mom. I have a brother. His name is …* *She's a baby. Who's this? This is …*
Materials:	Student's Book pages 16 and 17 Activity Book pages 16 and 17 Class CD Flash cards: mom, dad, brother, sister, grandma, grandpa

Opener

- Play *Look and draw* (Games bank, page 209) to revise some facial features from Unit 1 (blue eyes, brown hair, glasses, curly hair, etc).

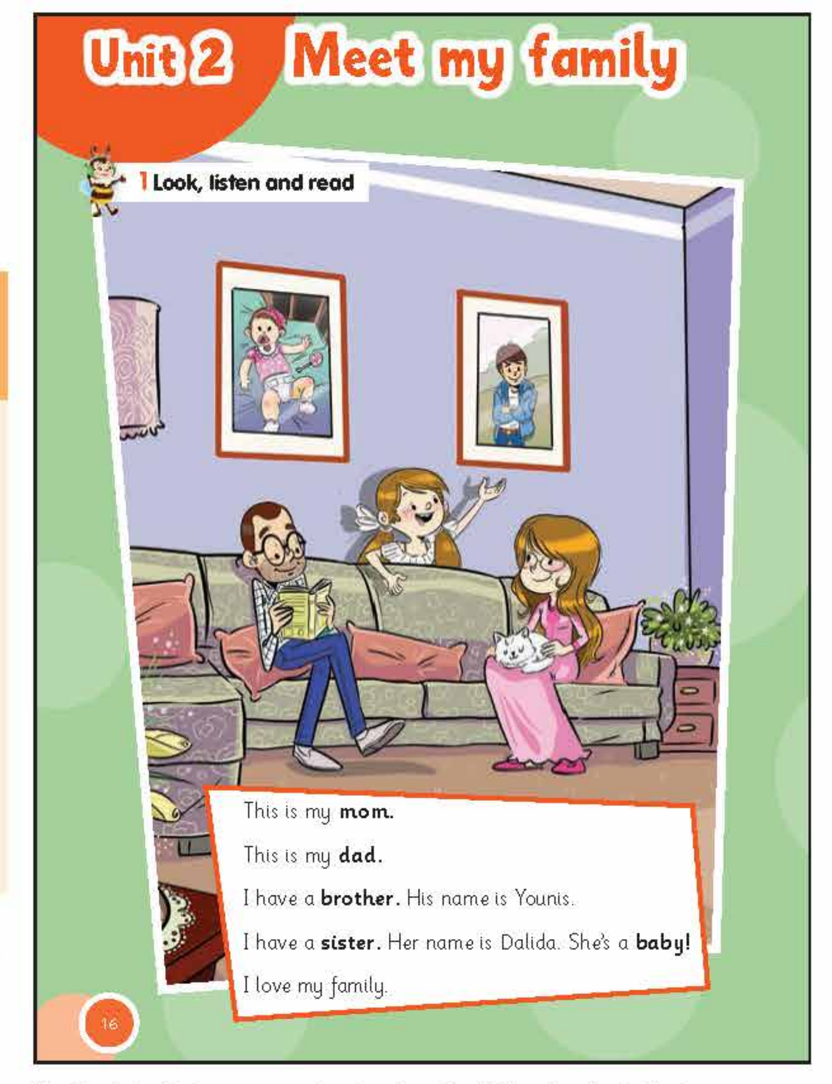
Presentation

1 Use the flash cards to present the family words *mom, dad, brother, sister, grandma, grandpa*.
2 Stand in front of the class and say each word slowly and carefully so students can see your full articulation.
3 Have students repeat. As they become more confident, say the words more quickly so that students can pick up on all sounds and word stress.
4 Have students repeat chorally and individually.
5 The sound /ð/ in *brother* may prove tricky so check this. It's also useful to show that we say *grandma* and *grandpa* without saying the 'd' sound because it gets 'swallowed'. It is good to pronounce these words naturally so students can copy your pronunciation.

STUDENT'S BOOK page 16

1 Look, listen and read

1 Help students to find pages 16 and 17.
2 Ask the students to say what they can see in the pictures. Try to introduce the new vocabulary from the flash cards by pointing to the different characters.



3 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the characters as they speak.
4 Say *Look, listen and say*. Students follow the CD again, sentence by sentence. Ask students to repeat the sentences and point to the character who is speaking each time.
5 Ask a few simple questions like *Who is this? What's her name? What's his name?* to prompt real comprehension.

Audioscript

Amira: *This is my mom.*
This is my dad.
I have a brother. His name is Younis.
I have a sister. Her name is Dalida. She's a baby!
I love my family.

Extra practice

- ❑ Ask students to read the monolog in groups of four, one line each.
- ❑ Go around and monitor their work.
- ❑ Ask one or two groups to say their monologs to the class.







STUDENT'S BOOK page 17

2 Look, listen and say

1 Ask students to look at the pictures.
2 Play the CD. Students listen and point to the pictures.
3 Play the CD again. Students listen and repeat the words.
4 Now hold up your book and point to the people in random order to have students repeat again.
5 Ask students to do the same in pairs, i.e. pointing and prompting their partners to say the words, then swap over.

Audioscript

mom, dad, grandma, grandpa, me, sister, brother

3 Read and say

1 Explain that students are now going to see another person from Unit 1, Hana.
2 Try to exploit the picture as much as possible.
3 Read each line and have students repeat.
4 Exploit the pictures in Exercise 2 by asking *Who's this?* to check understanding and have students saying different words.
5 Ask students to read the dialog together. They should then read aloud.
6 Circulate and check everyone's on task.
7 In the end, ask one or two pairs to read out their dialog.

Extra practice

- Say a family member, e.g. *mom, dad* and have students point to them in their books. Exploit all the words in Exercise 2 in this way.
- Say the words again and have students repeat.

4 Look at Ex rcise 2. Point and say

1 Point to Exercise 2 and say that this time they need to use the mini-exchange in Exercise 3 to say the words.
2 Students should work in pairs and now take it in turns to say *Who's this?* for their partner to respond.



ACTIVITY BOOK page 16

1 Read and match

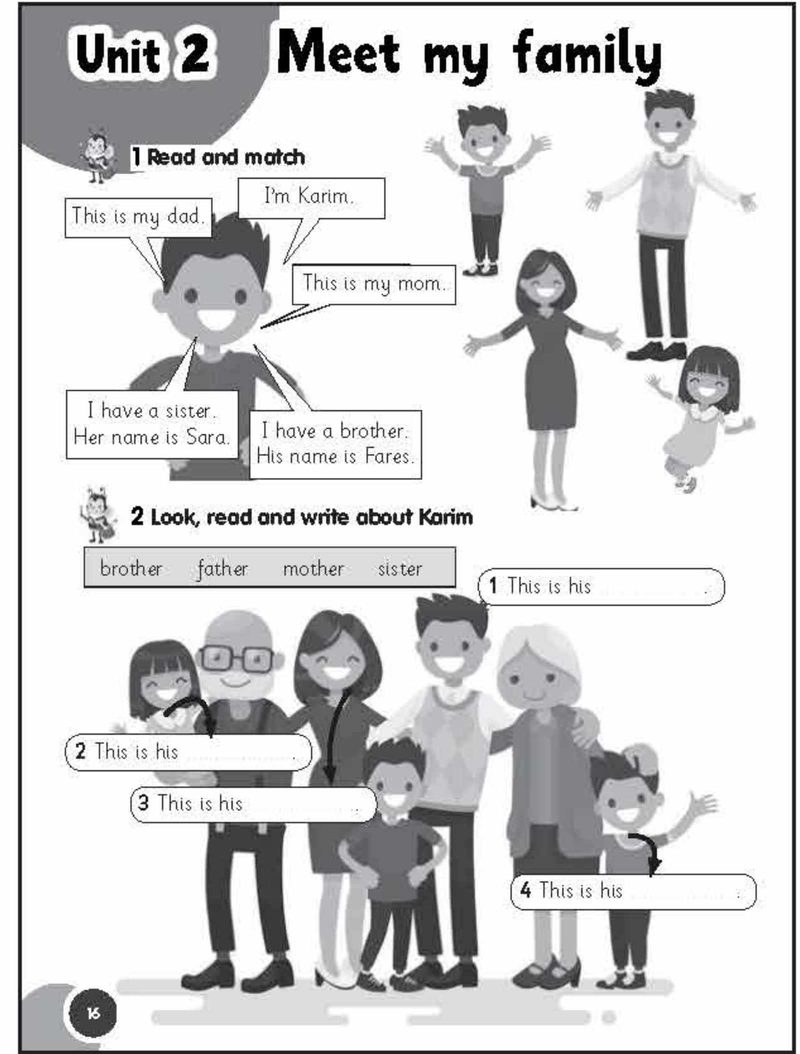
1 Help students to find page 16 in the Activity Book.
2 Elicit information about the pictures by asking questions such as *What's his name?, Who's this?,* etc. If you'd like to revise vocabulary from Unit 1 you could point to the baby and say *Baby or child?* and to the child and say *Child or adult?*, to prompt answers and then check pronunciation.
3 Show students how to do the exercise by holding up your Activity Book and demonstrating with a pencil.
4 Circulate and check everyone's on task. Give help with holding pencils to do the exercise, if necessary.
5 Check their answers as a class. Read the sentences aloud for students to repeat.



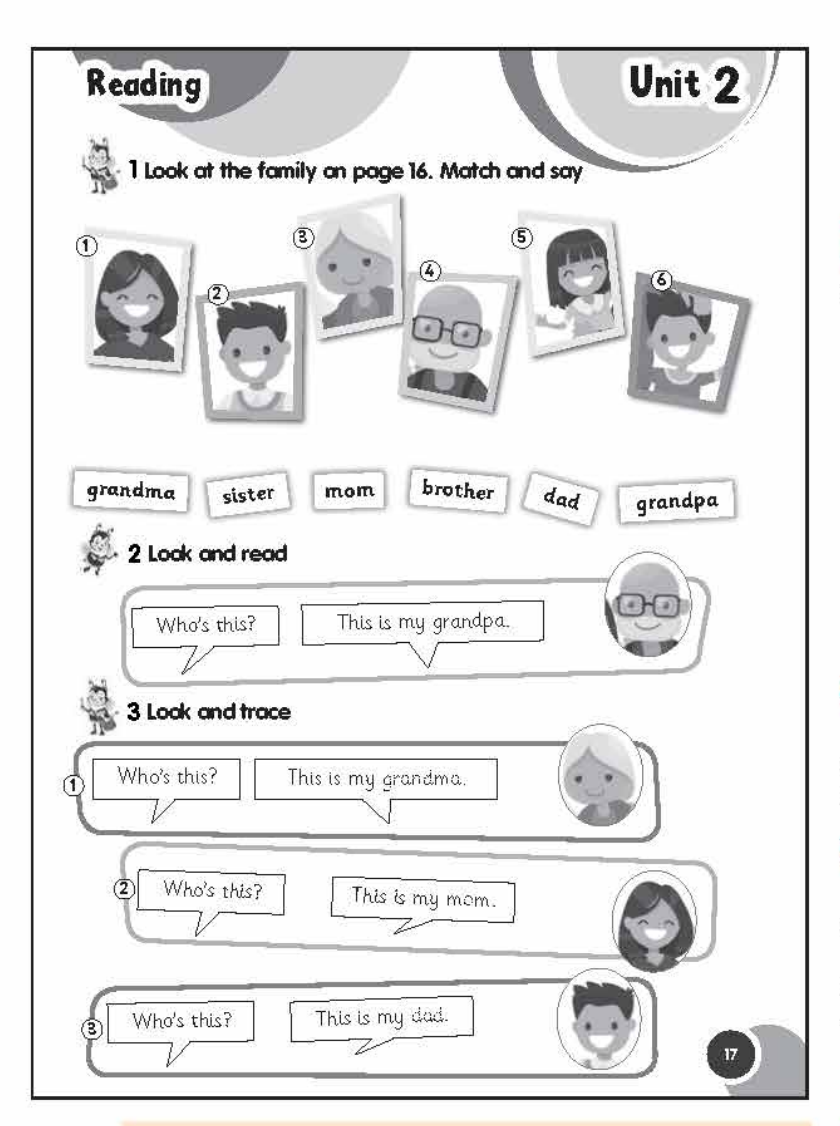
2 Look, read and write about Karim

1 Ask students to look at Exercise 2.
2 Ask students to look at the picture and then ask them to look at the first sentence. Point to dad, then elicit from students the correct word from the box and complete the text.
3 Now ask students to continue and complete the other sentences.
4 Circulate and check that everyone is on task. Help with handwriting skills by giving guidance as to how to hold a pencil, if necessary.
5 Check everyone has completed the exercise successfully at the end. Ask students to read their answers to check pronunciation.









ACTIVITY BOOK page 17

1 Look at the family on page 16. Match and say

1. Help students to find Activity Book page 17.
2. Have them read out the words in the exercise. Check pronunciation chorally and individually.
3. Then show them, while holding up your Activity Book, that they should connect the words to the pictures with a line, using their pencil.
4. Circulate and check everyone's understood correctly. Give help as necessary.
5. Check their answers as a class.
6. At the end have a further impromptu check by pointing to the pictures in your Activity Book and having students say the words.

Answers:

1– mom
2– dad
3– grandma
4– grandpa
5– sister
6– brother

Extra practice

❑ If you want to take the focus away from the Activity Books for a moment, then you could have some fun with anagrams with students on the board. Write up some of the target vocabulary with the letters in jumbled order – students then have to guess what the words are, e.g. mmo (mom), tborerh (brother), mgaradn (grandma), etc. This kind of activity works well as it a) takes the focus away from the book, b) reactivates the key vocabulary and c) focuses a little on spelling, which is helpful and sometimes neglected. It also leads quite nicely into the exercise below, which also focuses on spelling as it looks at missing letters in the words.

2 Look and read

1. Point to the picture in Exercise 2.
2. Ask *Who's this?* and elicit *Grandpa.*
3. Read the two speech bubbles with the class.

3 Look and trace

1. Point to Exercise 3 and elicit who is in the pictures.
2. Now ask students to go to complete the sentences, tracing the words.
3. Circulate and check everyone is on task.
4. Check their answers as a class. You can also airwrite the words with the class to reinforce how to form the letters correctly.

Closing

- Draw your family tree on the board, showing your parents and any brothers and sisters. Make sure students understand this is a family tree. Students will be fascinated to learn something more about you. Ask *Who's this?* for each person, or you could ask *Who's Ahmed?* for students to answer *He's your brother,* etc.
- Say *Good, you can now talk about your family.*
- Explain that in the next lesson, they will talk more about their family.

Unit 2

LESSON 2 SB page 18 AB page 18

Objectives:	To talk about one's family in more detail To simply ask and answer about family To listen to and repeat a short dialog about siblings
Vocabulary:	*brother/sister, name, his/her*
Language:	*Do you have a sister? Yes, I do/No, I don't.* *What's his/her name? His/Her name's …*
Materials:	Student's Book page 18 Activity Book page 18 Class CD Flash cards: rainy, windy, sunny, hot, cold, cloudy

Opener

- Revise family words from the previous lesson using the flash cards.
- You could also write up your family tree once again, and exploit all the vocabulary and family members' names. It's a nice personal reference and students relate well to these kinds of activities.

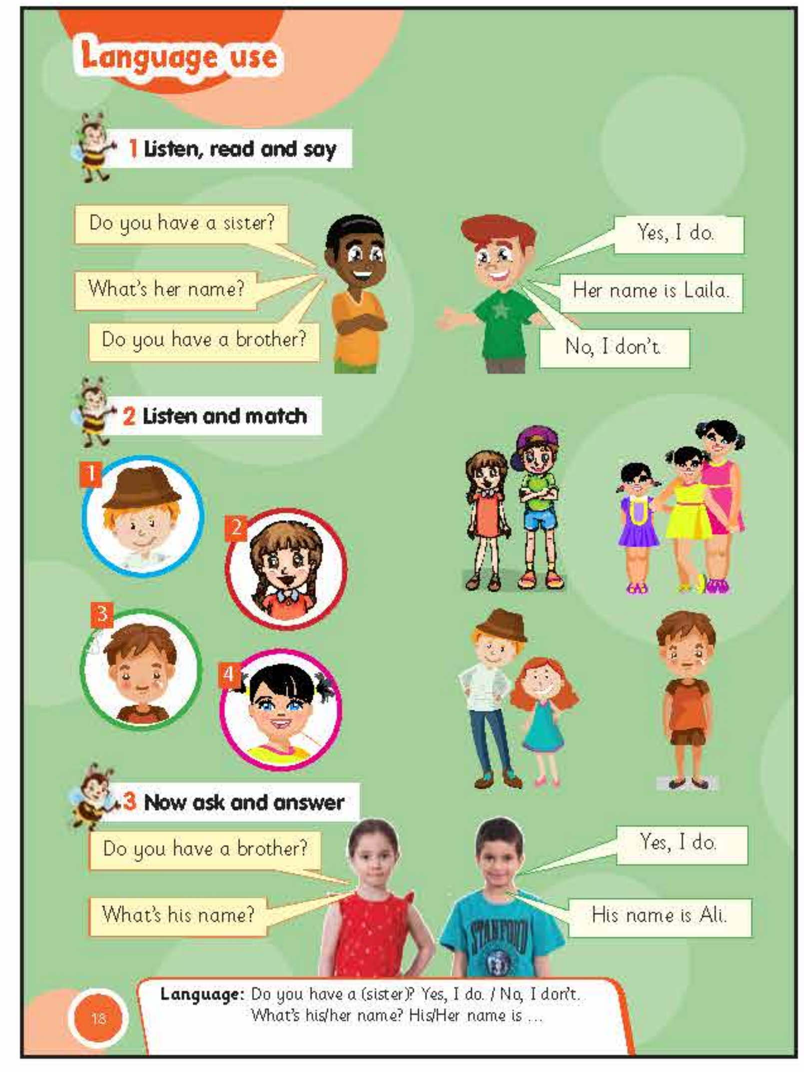
Presentation

1 From your family tree you can direct questions at different students, to serve as an introduction to the language in this lesson: Ask *Do you have a sister?* and see how the student responds. If they say *Yes* then prompt them to say *Yes, I do;* if they say *No* then prompt them to say *No, I don't.*
2 Ask a different student *Do you have a brother?* and elicit the same responses. Check pronunciation chorally and individually, making sure students are using word and sentence stress correctly.
3 Introduce the questions *What's his name?* or *What's her name?* as follow-up questions, and show interest in the answers.
4 Now, ask students to stand up and mingle, asking each other the questions and giving the answers. Mingle yourself and help with pronunciation, if necessary, but if possible, try to stand back and just listen, so that students can get on with communicating with each other. Make a note of any particular areas you may need to work on with the class later, but give lots of praise to make sure they feel motivated.

STUDENT'S BOOK page 18

1 Listen, read and say

1 Help students to find page 18 and to say what they can see in the picture.
2 Have students read the dialog with you.



3 Ask students to listen to the CD.
4 Play the CD again. Students listen and repeat.
5 Ask students *What is his sister's name?*
6 Allow students time to now practice this dialog in pairs. Circulate and help with pronunciation, if necessary. Once students have read it together a few times it's sometimes fun to play the audio and have them try and read at the same pace at the audio, so they're speaking at the same time, in chorus. This is fun, because everyone usually starts laughing, and also gives students an awareness of how quickly they should speak to sound natural.
7 If you have time, you might like to ask a few pairs of students to present their dialogs to the class.

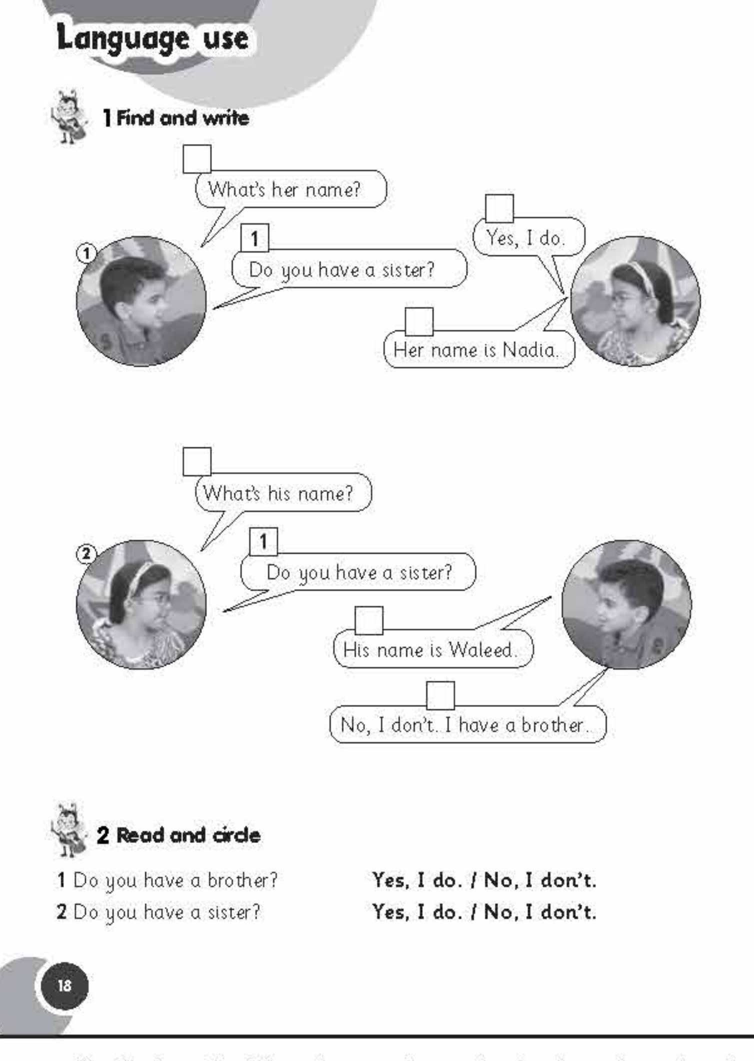
Audioscript

Boy 1: *Do you have a sister?*
Boy 2: *Yes, I do.*
Boy 1: *What's her name?*
Boy 2: *Her name is Laila.*
Boy 1: *Do you have a brother?*
Boy 2: *No, I don't.*

2 Listen and match

1 Ask students to look at Exercise 2.
2 Exploit the pictures and elicit as much vocabulary as possible from the students, e.g. *Who's this? Is this sister or brother?*, etc.




Language use

1 Find and write

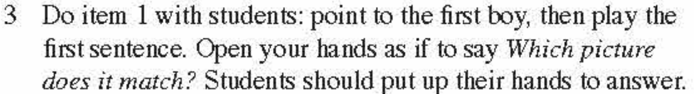
What's her name?
1 Do you have a sister?
Yes, I do.
Her name is Nadia.

What's his name?
1 Do you have a sister?
His name is Waleed.
No, I don't. I have a brother.

2 Read and circle

1 Do you have a brother? Yes, I do. / No, I don't.
2 Do you have a sister? Yes, I do. / No, I don't.

18



3 Do item 1 with students: point to the first boy, then play the first sentence. Open your hands as if to say *Which picture does it match?* Students should put up their hands to answer.
4 Choose a student and ask them to point to the correct matching picture in their Student's Book, then show the class which one is being referred to. Check if the others agree and play the first sentence again. Check if it's correct.
5 Now ask students to continue, working in pairs. Play the other items, one by one, then let them check in pairs.
6 At the end, play all the items again. Check the answers as a class.

Audioscript

Narrator:	*1*
Boy 1:	*I have a sister.*
Narrator:	*2*
Girl 1:	*I have a brother. I don't have a sister.*
Narrator:	*3*
Boy 2:	*I don't have a sister or a brother.*
Narrator:	*4*
Girl 2:	*I have two sisters. I don't have a brother.*

Answers:

1 2 3 4

3 Now ask and answer

1 Now say it is time for students to talk about themselves.
2 Direct them back to the dialog in Exercise 1 and indicate they should now talk about their families.
3 Demonstrate this with a student at the front of the class.
4 Students then continue in pairs. Circulate and give any help, if necessary.
5 In the end, ask questions about students' families, e.g. *Do you have a sister?, What's Fatima's sister's name?*, etc.

ACTIVITY BOOK page 18

1 Find and write

1 Help students to find page 18 in the Activity Book.
2 This is the students' first ordering exercise in the book, so they may well need help.
3 You could demonstrate what to do by putting up a very simple dialog on the board, with the lines in the wrong order; slowly add numbers to the beginning of the lines to show what the correct order should be. Then have students say the dialog in the correct order with natural intonation.
4 Now show students they have something similar in the Activity Book and ask them to insert the numbers.
5 Circulate and check everyone's on task.
6 Check answers with students at the end, and have them say the dialog in pairs.

Answers:

2 Yes, I do.
3 What's her name?
4 Her name is Nadia.

2 No, I don't. I have a brother.
3 What's his name?
4 His name is Waleed.

2 Read and circle

1 Explain that the questions in Exercise 2 are about the students so they should answer them for themselves, by circling the relevant section.
2 Ask them to do the exercise for themselves.
3 Circulate and check everyone's on task.
4 Check their answers as a class. Then prompt them verbally, asking follow-up questions such as *Do you have a sister?, What's your sister's name?* and *What's your brother's name?*

Students' own answers

Closing

- Tell students they can now talk about their brothers and sisters.
- Explain that in the next lesson, they will read about describing people.

Unit 2

LESSON 3 SB page 19 AB page 19

Objectives:	To describe people's physical and personal features To use the present simple with *I, you, he/she* To use the present simple to describe yourself and others To complete sentences giving physical descriptions
Vocabulary:	*tall/short/young/old/funny/kind*
Language:	*I am/you are/she/he is funny/kind,* etc.
Life skills:	Respect for diversity
Materials:	Student's Book page 19 Activity Book page 19 Class CD Flash cards: tall/short/young/old/funny/kind Optional: Pictures from the internet, books or magazines showing tall/short/old/young/funny/kind people

Opener

- Play *Catch and say (1)* (Games bank, page 208) with the family words from earlier in the unit, e.g. mom, dad, brother, sister, grandma, grandpa.

Presentation

1 Use the flash cards and your extra pictures (if you have them) to present the adjectives.
2 As you show each flash card, pronounce the word clearly and ask students to repeat chorally and individually.
3 Now say *You are the teachers.* Ask students to get up and give one flash card or picture to each student, then check their word with them individually before the activity starts. They then walk around the room showing their visual to their classmates and eliciting the correct pronunciation.
4 When the pace starts to drop, ask everyone to sit down, then check all the words again as a whole class. You will hopefully be impressed by how good they now sound.

STUDENT'S BOOK page 19

1 Listen, read and say

1 Help students to find page 19.
2 Ask them to say what they can see in the pictures and elicit the new vocabulary.
3 Ask students to listen to and read the words.
4 Play the CD more than once if necessary.
5 Ask students to read the words aloud.



6 Now hold up your Student's Book and elicit the words in a random order; then ask students to hold up their Student's Book and point to the pictures as you say the words.

Audioscript

tall, short, young, old, funny, kind

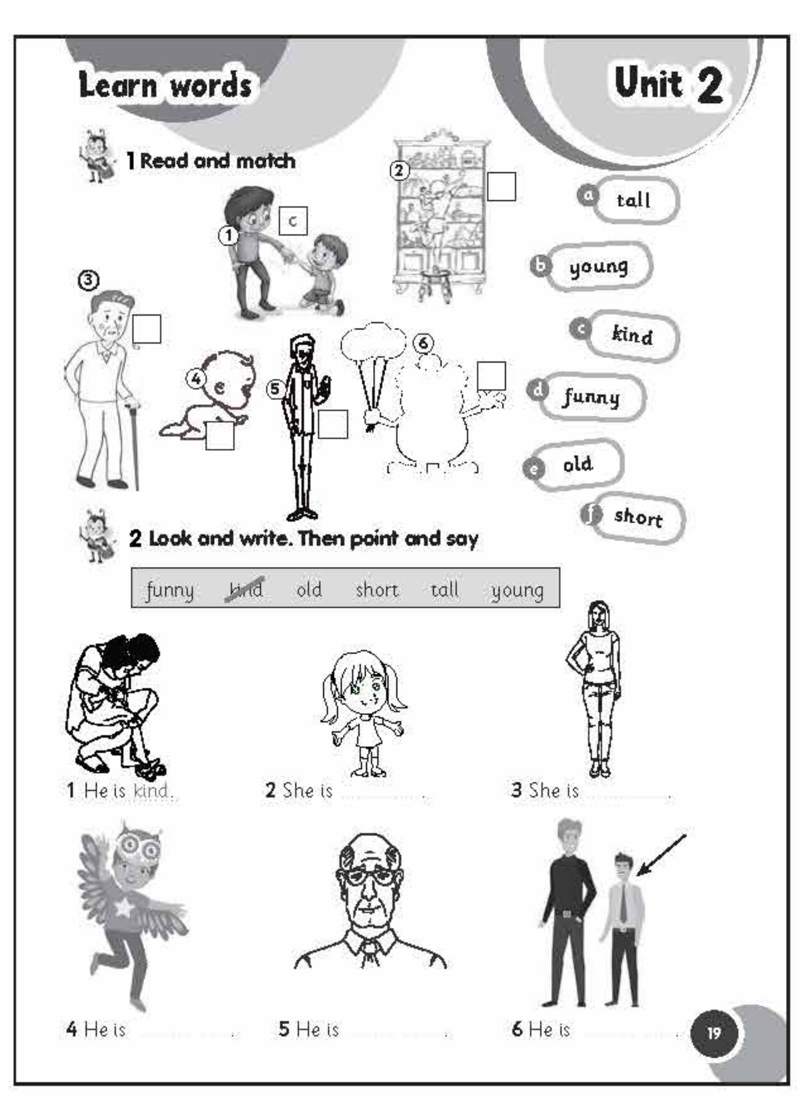
2 Look, read and circle

1 Hold up your book and with your pencil, show what students should do, i.e. make a circle around the key words.
2 Do the first one with them as a class and watch them circling the adjective.
3 Now say they should continue doing the exercise, working in pairs.
4 Check their answers as a class.

Answers:

1 funny
2 tall
3 short
4 old
5 kind
6 young





Learn words

Unit 2

1 Read and match

a tall
b young
c kind
d funny
e old
f short

2 Look and write. Then point and say

funny ~~kind~~ old short tall young

1 He is kind.
2 She is ....
3 She is ....
4 He is ....
5 He is ....
6 He is ....

19

Extra practice

- Use the extra magazine/book/internet pictures to now get students to come up with complete sentences, e.g. *She is kind/He is funny.*

3 What about you? Tell a friend

1. Now give some sentences about yourself, e.g. *I am short/I am old.*
2. Ask students to make some more sentences about you using *You are ... .*
3. Ask them to come up with some sentences about themselves.
4. Circulate and help with vocabulary and handwriting.
5. Ask a few students to say their sentences at the end. Alternatively, if it feels appropriate, you could put their sentences into a bag, then you take out a few, read them out and students have to guess who wrote the sentences.

ACTIVITY BOOK page 19

1 Read and match

1. Help students to find page 19 in the Activity Book.
2. Ask students to say what they can see in the pictures. Revise the key vocabulary and check pronunciation.
3. Show them, that they should match the words with the pictures, as in the example.
4. Circulate and offer help and support.
5. Check their answers as a class. Praise all good work.

Answers:

2 f	3 e	4 b
5 a	6 d	

2 Look and write. Then point and say

1. Read the example sentence and check students understand the task.
2. Write number 2 on the board as a gapped sentence, then elicit the correct word from the box from students and complete the text.
3. Ask them to continue completing the sentences in pairs.
4. Circulate and check everyone's on target. Help with any handwriting difficulties if necessary.
5. Check their answers as a class.

Answers:

2 young	3 tall	4 funny
5 old	6 short	

Closing

- Praise students for their hard work.
- Say that in the next lesson, they are going to learn more about talking about their families.



LESSON 4 SB page 20 AB page 20

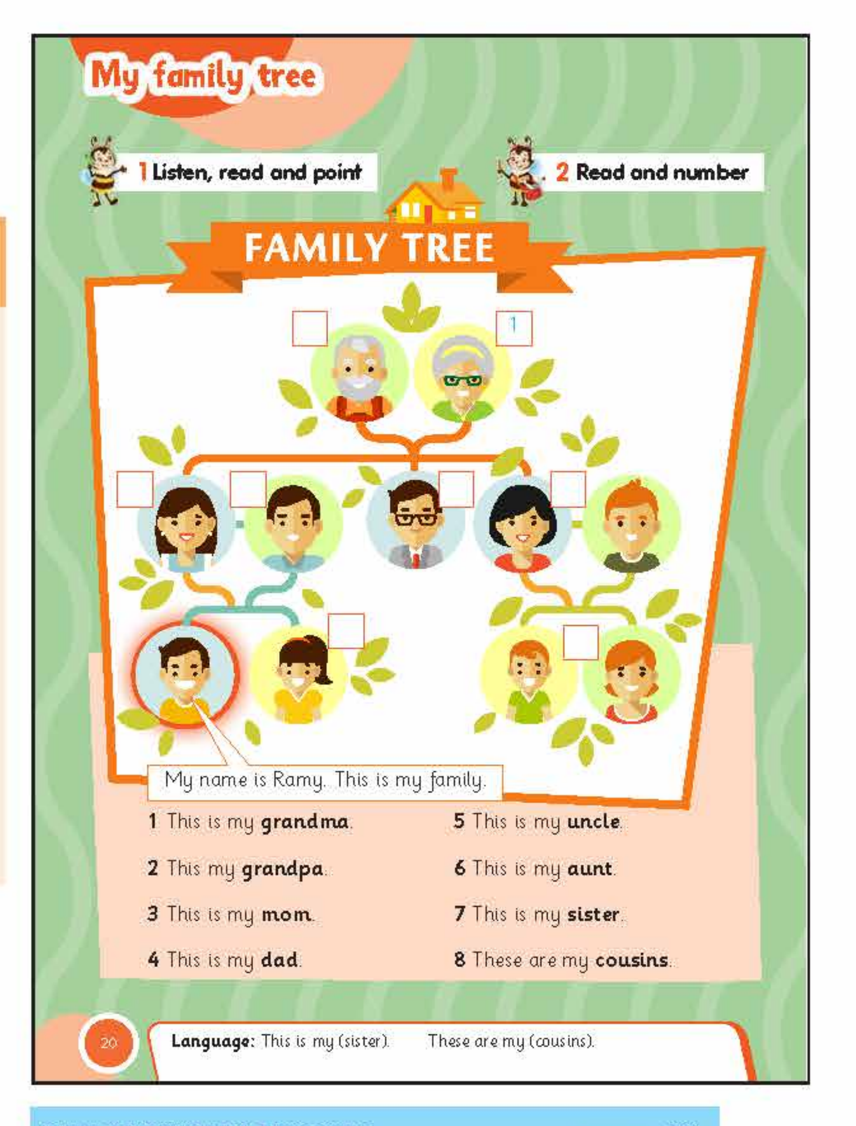
Objectives:	To introduce more members of your family
Vocabulary:	*uncle, aunt, cousin, grandma, grandpa, mom, dad, sister, brother*
Language:	*This is my aunt.* *These are my cousins.*
Materials:	Student's Book page 20 Activity Book page 20 Class CD Flash cards: mom, dad, aunt, uncle, grandma, grandpa, cousin, brother, sister Flash cards with adjectives: tall, short, young, old, funny, kind Extra family magazine and internet pictures from earlier lessons White paper

Opener

- Play a version of *Guess the picture* (Games bank, page 209). Stick all the adjective flash cards and extra pictures from last class on the board. Say one of the words and say if students can see the correct flash card or picture they should put up their hand. You then choose a student to come and take the relevant visual. Check if it's correct, then invite them to say a word for another student to come up and take the relevant visual. The game continues until there are no visuals left.

Presentation

1 Draw your own family tree on the board. It should be an extension of the one you drew earlier in the unit, with just your nuclear family, and should now include aunts/uncles and cousins.
2 Draw your nuclear family first and elicit all the key words (mom, dad, brother, sister, grandma and grandpa) as revision, then add to it with the new words.
3 As you introduce the new people be careful to present the new words, then check understanding and pronunciation, chorally and individually.
4 Ask key questions to check understanding, e.g. *Who is Fareeda? Who's Amir?* Hopefully students will be able to answer *She's your aunt.; He's your cousin.* etc.
5 Make sure that as you build your family tree you introduce each new person with *This is my grandpa …, This is my aunt …,* etc.



STUDENT'S BOOK page 20

1 Listen, read and point

1 Help students to find page 20.
2 Ask them to say what they can see in the pictures and elicit the boy's name.
3 Then, work through the different labels on the picture to ensure understanding.
4 Have students repeat the sentences after you, both chorally and individually.
5 Then play the CD so students can listen as they read.
6 Finally, have them work in pairs, then say the phrases in isolation with their partner pointing to the relevant person.

Audioscript

My name is Ramy. This is my family.
1 *This is my grandma.*
2 *This my grandpa.*
3 *This is my mom.*
4 *This is my dad.*
5 *This is my uncle.*
6 *This is my aunt.*
7 *This is my sister.*
8 *These are my cousins.*





My family tree

1 Look, read and circle

1 This is my **grandpa / dad**.

2 This is my **aunt / grandma**.

3 This is my **uncle / aunt**.

4 This is my **grandpa / brother**.

5 This is my **dad / brother**.

6 This is my **aunt / mom**.

7 This is my **cousin / sister**.

8 This is my **sister / brother**.

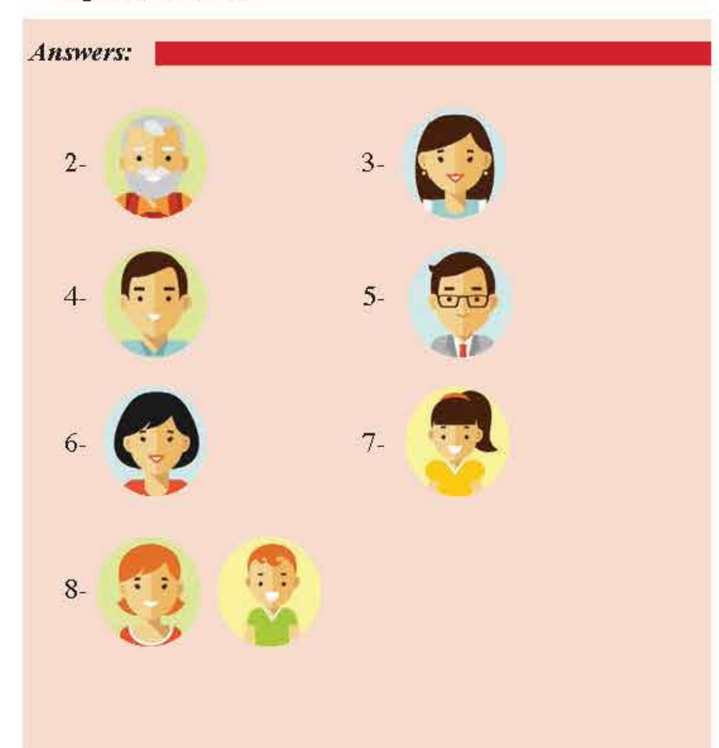
2 Point and say

This is her ....

20

2 Read and number

1 Ask students to read the sentences again and to write the numbers of the sentences next to the correct pictures.
2 Ask them to check their answers in pairs, and then check together as a class.



ACTIVITY BOOK	page 20

1 Look, read and circle

1 Help students find page 20 in the Activity Book.
2 Exploit all the pictures, bringing out as much key vocabulary as possible. Have students read the words once again so you can check vocabulary.
3 Elicit the answers for items 1 and 2 verbally.
4 Holding up your Activity Book and a pencil show them how to mark the word they have chosen.
5 Ask students to continue in pairs.
6 Circulate and check everyone's on task. Help with pencil-holding for the circling, if necessary.
7 Check answers with the class. Have students read the answers.

Answers:

1 grandpa	2 grandma	3 aunt
4 brother	5 dad	6 mom
7 cousin	8 sister	

2 Point and say

1 Now have students refer back to Exercise 1.
2 Show that in that exercise the girl is talking about herself and her family.
3 Say that now you're going to talk about her relations using *This is her ....*
4 Holding up your Activity Book, show them how to mark the word to do this with a couple of examples.
5 Students continue doing the same, working in pairs.

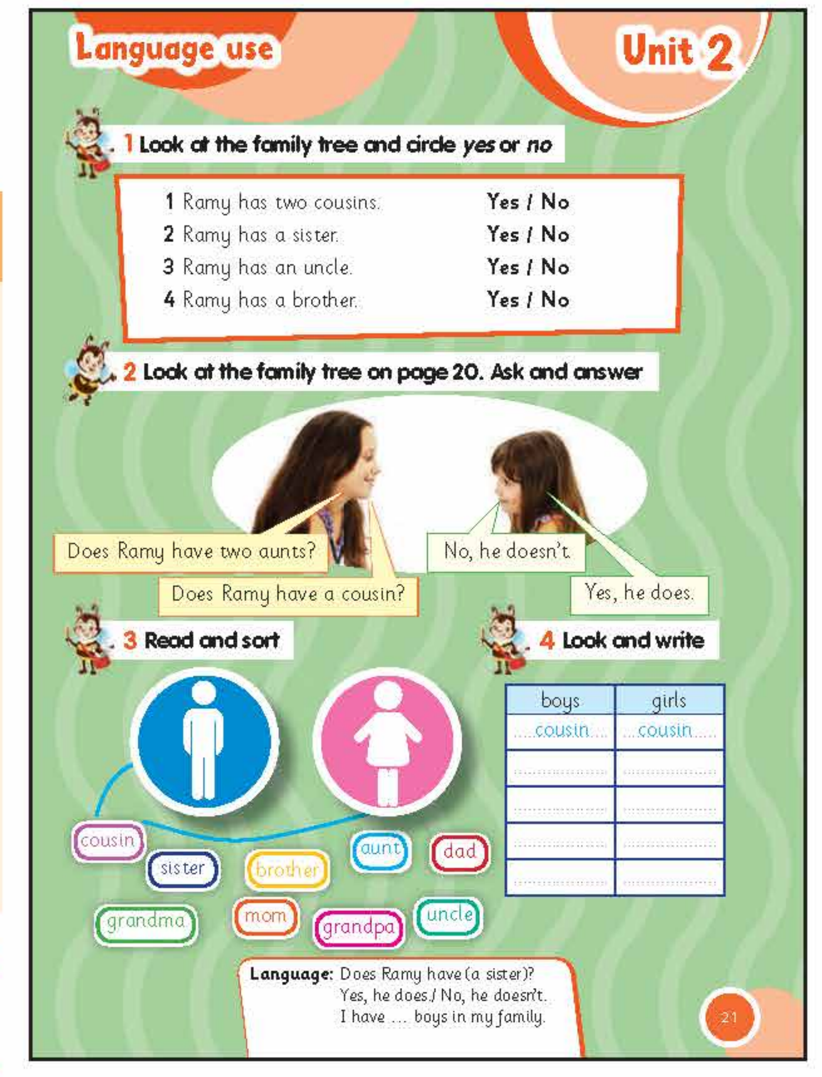
Extra practice

❑ Give out white paper so students have one sheet each. Tell them to write one family member on their piece of paper in large letters, e.g. *cousin, mom, aunt,* etc.
❑ If you have time before class you could prepare these prior to class to save time.
❑ Circulate and check everyone is on task, and writing the words correctly.
❑ Once everyone is ready, explain that you will say one of the words and if they have that word on their sheet of paper they should stand up and say the word.
❑ You can then invite one of the standing students to say another word, to get other students to stand up. Then, the first group of students sit down and the game continues.

Closing

- Praise students for their hard work.
- Say that in the next lesson they will talk about someone else's family.





LESSON 5 SB page 21 AB page 21

Objectives:	To talk about someone else's family using short answers To recognize and circle key words To talk about someone else's family using short answers To sort family vocabulary by gender
Vocabulary:	*uncle, aunt, cousin, grandma, grandpa, mom, dad, sister, brother*
Language:	*Does Ramy have two cousins? Yes, he does/ No, he doesn't.* *Do you have an aunt? Yes, I do/No, I don't.*
Materials:	Student's Book page 21 Activity Book page 21 Class CD Flash cards: mom, dad, aunt, uncle, grandma, grandpa, cousin, brother, sister Soft ball

Opener

- Play *Point to the picture* (Games bank, page 210) with the family words, using the flash cards.

STUDENT'S BOOK page 21

1 Look at the family tree and circle *yes* or *no*

1 Ask students to look back at the family tree on page 20 in their Student's Book.
2 With them, build up a verbal description of Ramy's family.
3 Go back to page 20 and say that now you have to answer questions about his family.
4 Read the first item and ask students if it's *yes* or *no*.
5 Then, show them how to circle *yes* with their pencils.
6 Ask them to continue circling the other items.
7 Circulate and check everyone's on task.
8 Check the answers as a class.

Answers:

1 yes 2 yes 3 yes 4 no

2 Look at the family tree on page 20 Ask and answer

1 Ask students to look back at the family tree on page 20 in their Student's Book.
2 Explain that they should work in pairs to ask and answer questions about the family tree.
3 You will need to help them with structuring and pronouncing the questions, e.g. *Does* (/dʌz/) *Ramy have two aunts?* You will need to check their pronunciation both with regard to sounds and intonation, so they don't sound flat. Practice them chorally and individually.
4 Circulate and check the questions are correct.
5 When they have prepared a couple of questions they could get up and mingle, asking each other the questions.
6 Listen and enjoy hearing them taking part in this fluency activity.

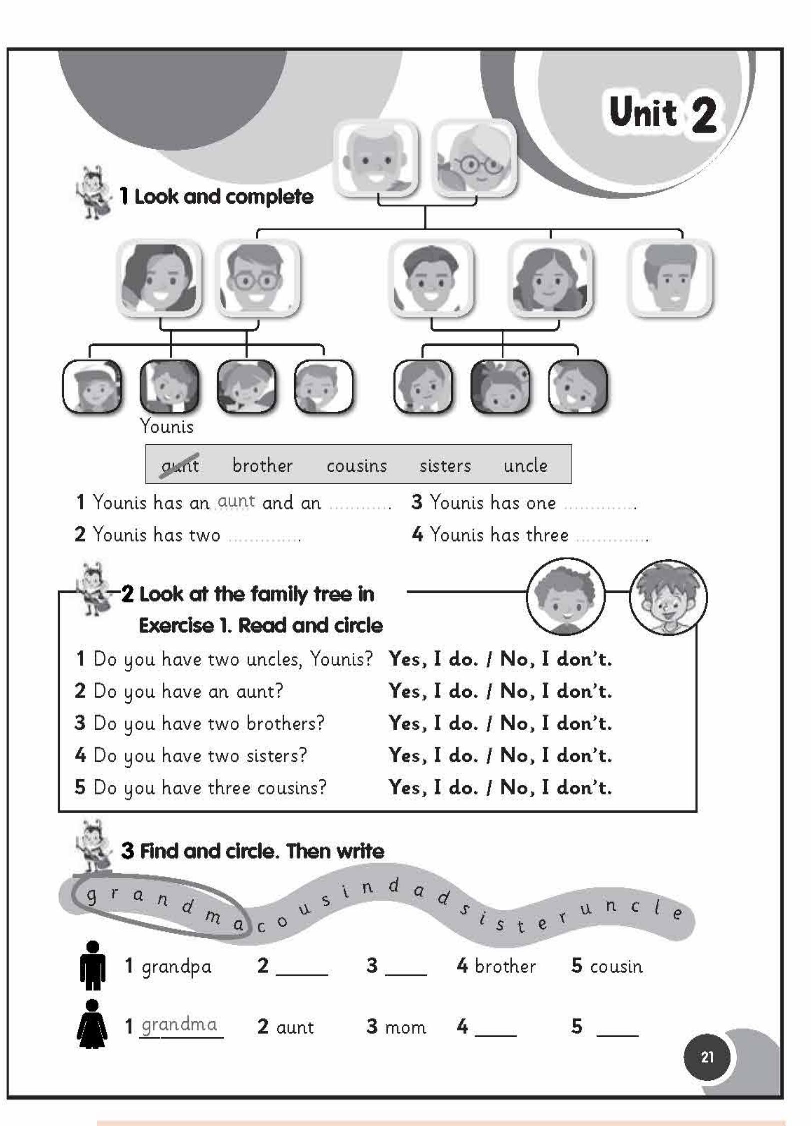
3 Read and sort

1 Copy the gender icons in the exercise onto the board and number them 1 (for the man) and 2 (for the woman).
2 Say a couple of the words and elicit from students whether they are 1 (man) or 2 (woman).
3 Ask them to look at Exercise 3 and ask them to match the words to the gender icons, as in the example.
4 Ask students why *cousin* is linked to both icons and elicit that we use the same word in English for boys and girls.
5 Then ask students to continue in pairs.
6 Circulate and check everyone's on task.
7 Check answers with the class.

4 Look and write

1 Show students the table and read the headers of the columns.
2 Explain that students should write the words from Exercise 3 into the correct columns, as in the example.
3 Monitor as they work and help as necessary.
4 Ask students to check their answers in pairs and then check as a class.




Unit 2

1 Look and complete

Younis

aunt	brother	cousins	sisters	uncle

1 Younis has an aunt and an ....
2 Younis has two ....
3 Younis has one ....
4 Younis has three ....

2 Look at the family tree in Exercise 1. Read and circle

1 Do you have two uncles, Younis? **Yes, I do. / No, I don't.**
2 Do you have an aunt? **Yes, I do. / No, I don't.**
3 Do you have two brothers? **Yes, I do. / No, I don't.**
4 Do you have two sisters? **Yes, I do. / No, I don't.**
5 Do you have three cousins? **Yes, I do. / No, I don't.**

3 Find and circle. Then write

grandmacousindadsisteruncle

1 grandpa 2 ____ 3 ____ 4 brother 5 cousin

1 grandma 2 aunt 3 mom 4 ____ 5 ____

21

Answers:

boys: brother, grandpa, dad, uncle
girls: sister, grandma, mom, aunt

ACTIVITY BOOK page 21

1 Look and complete

1. Help students to find page 21 of their Activity Book.
2. Show students the pictures and the words in the box.
3. Do the first item with them on the board, by eliciting the word and writing it in the gap.
4. Then, ask students to continue and complete the other sentences in pairs.
5. Circulate and check everyone's on task.
6. Point out that if we use *an* then the next word must begin with a vowel, and show them what a vowel is.
7. Show them that if there's an *s* at the end of a word it must be a plural.
8. Check answers with the class.

Answers:

1 uncle	2 sisters
3 brother	4 cousins

2 Look at the family tree in Exercise 1. Read and circle

1. Look at the picture with students and elicit what is happening, i.e. that the boy is asking Younis questions.
2. Point to Exercise 1 and show students that is where they will find the information to answer the questions.
3. Do item 1 with students as an example, and slowly circle *No, I don't* to demonstrate what students should do.
4. Have students continue working in pairs to answer the other questions.
5. Circulate and check everyone's on task.
6. Check answers with the class.

Answers:

1 No, I don't.	2 Yes, I do.	3 No, I don't.
4 Yes, I do.	5 Yes, I do.	

3 Find and circle. Then write

1. Copy the wordsnake on the board and circle *grandma*. Find the second word, *cousin*, with students, then ask them to find the other words and circle them.
2. Check answers together on the board.
3. Now explain that the words in the wordsnake will be used for the table and show them *grandma* as an example. Explain that they should write the words into the correct rows.
4. Now ask them to complete the table with the other words.
5. Ask students why *cousin* is in both rows and elicit that we use the same word in English for both boys and girls.
6. Circulate and check everyone understands, giving help if necessary.
7. Check answers with the class.

Answers:

boys: 2- dad
3- uncle
girls: 4- sister
5- cousin

Closing

- Give out white sheets of paper and colored pencils.
- Ask students to draw and color someone in their family.
- Ask them to think of a couple of sentences about the person and to get up and mingle to tell the others.
- Tell students that they have done really well. They can now talk about and describe people in their families.

Unit 2

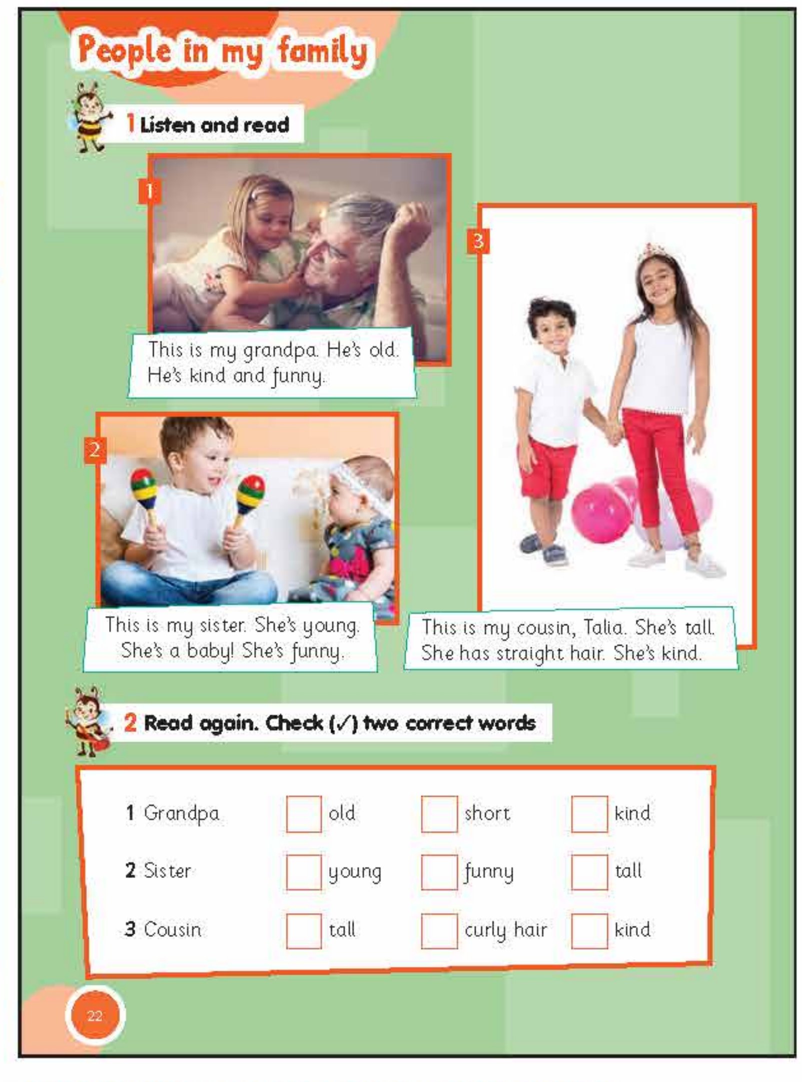
LESSON 6 SB page 22 AB page 22

Objectives:	To introduce more members of your family To talk about someone else's family using short answers To recognize and circle key words To sort family vocabulary by gender
Vocabulary:	*uncle, aunt, cousin, grandma, grandpa, mom, dad, sister, brother*
Language:	*He is my grandpa. He is old. Does Ramy have two cousins? No, he doesn't/Yes, he does. Yes, he has (two cousins).* *Do you have an aunt? Yes, I do/No, I don't No, I don't have (an aunt).*
Materials:	Student's Book page 22 Activity Book page 22 Class CD Flash cards with adjectives: tall, short, young, old, funny, kind White paper and colored pencils

Opener

- Revise the personality adjectives using the flash cards.
- Play *Mime it* (Games bank, page 209) to consolidate these words further.

STUDENT'S BOOK page 22



1 Listen and read

1 Help students to find page 22 of their Student's Book.
2 Look at the pictures and elicit as many adjectives for each as you can with the students.
3 Have the students read the sentences aloud, together and then individually.
4 Then have them listen to the CD and read again.

Audioscript

Girl: *This is my grandpa. He's old. He's kind and funny.*
Boy: *This is my sister. She's young. She's a baby! She's funny.*
Boy: *This is my cousin, Talia. She's tall. She has straight hair. She's kind.*

2 Read again. Check (✓) two correct words

1 Do item 1 with students to show they should take a pencil to check the relevant words.
2 Circulate and check that everyone's on task.
3 Check answers as a class.

Answers:

1 old, kind
2 young, funny
3 tall, kind



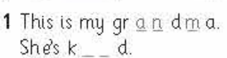
People in my family



1 Look, read and write the missing letters

brother	cousin	funny	~~grandma~~	grandpa	kind	tall	young





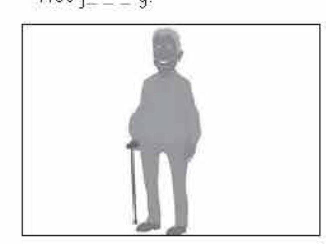
1 This is my gr a n d m a.
She's k _ _ d.



2 This is my br _ _ _ _ r.
He's f _ _ _ y.



3 This is my c _ _ _ _ n Maya.
She's y _ _ _ g.



4 This is my gr _ _ d _ a.
He's t _ _ l.



2 Look again, then read and circle

1 My grandma is **tall / short**.
2 My brother has **straight / curly** hair.
3 Maya is **old / a baby**.
4 My grandpa is **old / young**.


22

ACTIVITY BOOK page 22

1 Look, read and write the missing letters

1 Help students to find page 22. Look at Exercise 1 with them.
2 Exploit all the pictures and elicit as much vocabulary as possible from students.
3 Show students the words in the box and ask which ones you think refer to which people.
4 Then point to item 1 and refer them to the example.
5 Ask them to continue in pairs and complete the other words.
6 Circulate and check everyone's on task. Give help as necessary.
7 Check answers with the class.

Answers:

1 kind
2 brother, funny
3 cousin, young
4 grandpa, tall

2 Look again, then read and circle

1 Show students that the sentences here relate back to the content in Exercise 1.
2 Do item 1 with them as an example – pointing to grandma and eliciting whether she's tall or short.
3 Ask students to continue with the other items.
4 Check the answers as a class.

Answers:

1 tall
2 straight
3 a baby
4 old

Closing

- Remind students of what they have learned so far and set them up for what they will continue learning in the upcoming days.
- Say *We can describe people.*



LESSON 7 SB page 23 AB page 23

Objectives:	To describe someone's physical characteristics (in your family) To describe to a family member's personality To complete a text about the person
Vocabulary:	*short black hair, brown curly hair, long gray hair, old, young, short, tall*
Language:	*This is my cousin/mom, etc. He/She has ___ hair and ___ eyes. He/She is ____.*
Materials:	Student's Book page 23 Activity Book page 23 Flash cards: mom, dad, aunt, uncle, grandma, grandpa, cousin, brother, sister Colored pencils for coloring in both books

Opener

- Play *Who's missing?* (Games bank, page 211) with the different family members.
- Ask students to talk a little about some people in their families, what they look like and what they're like.

STUDENT'S BOOK page 23

1 Think of someone in your family. Draw and color

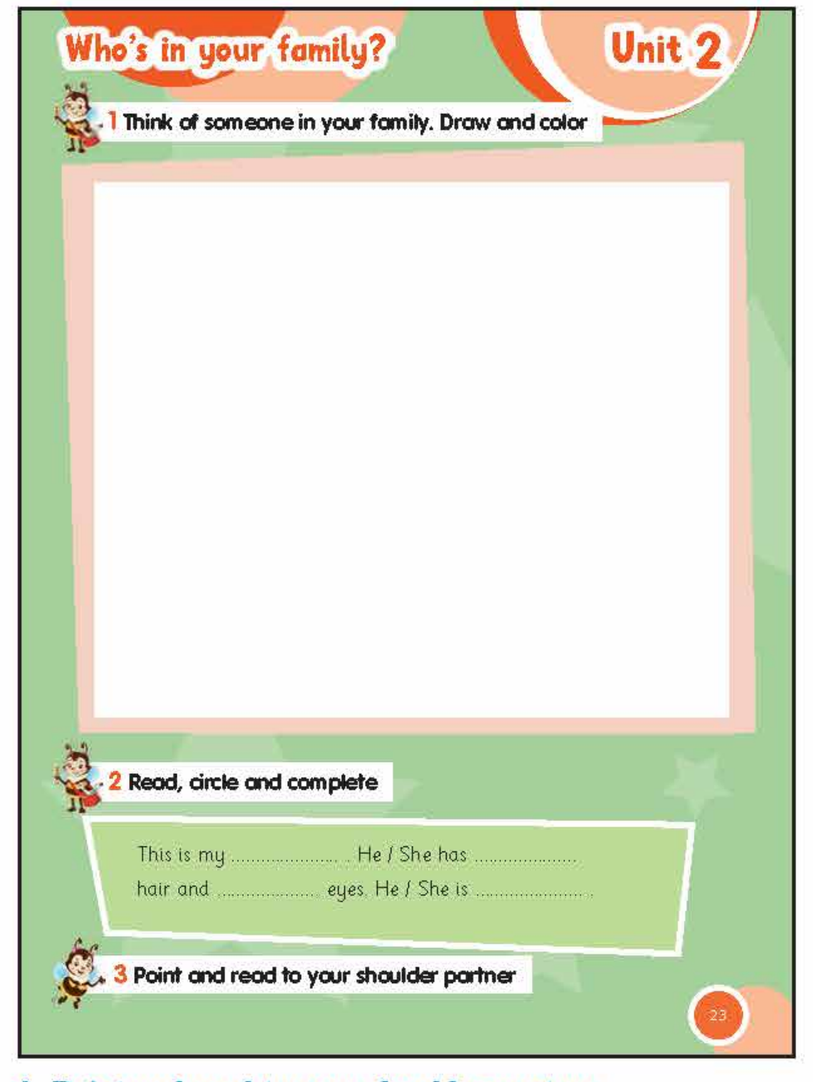
1 Help students to find page 23.
2 Look at Exercise 1 with them. Make sure they have colored pencils.
3 Say they should draw a picture of someone in their family.
4 Circulate and show interest. Have students talk to you individually about who they're drawing. Praise their efforts.

Students' own answers

2 Read, circle and complete

1 Show students the template.
2 Explain that they should complete it with information about the person in Exercise 1.
3 Circulate and help, particularly with handwriting skills.

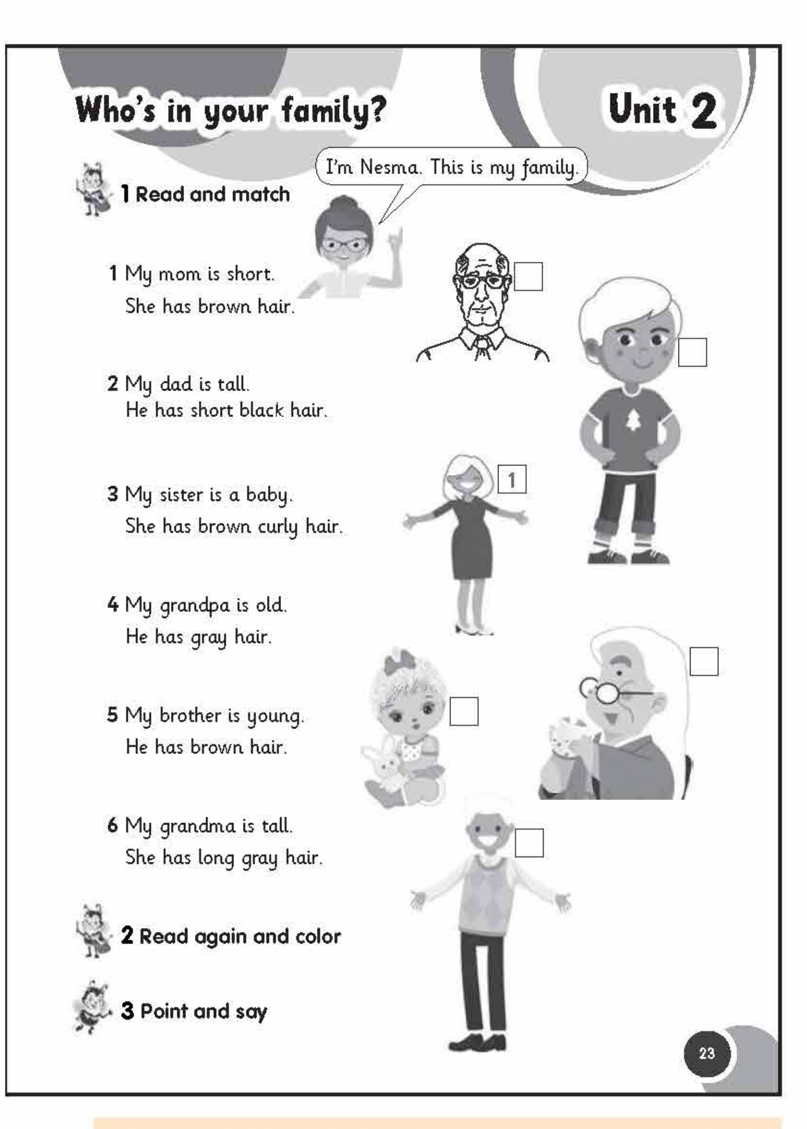
Students' own answers



3 Point and read to your shoulder partner

1 Put students into pairs and ask them to show their work to their partners, pointing at the picture and explaining who it is and what they look like.
2 Go around the classroom as they work to monitor and help as necessary.
3 Ask a few confident students to show the class their pictures in the same way.





Who's in your family? Unit 2

I'm Nesma. This is my family.

1 Read and match

1 My mom is short.
She has brown hair.

2 My dad is tall.
He has short black hair.

3 My sister is a baby.
She has brown curly hair.

4 My grandpa is old.
He has gray hair.

5 My brother is young.
He has brown hair.

6 My grandma is tall.
She has long gray hair.

2 Read again and color

3 Point and say

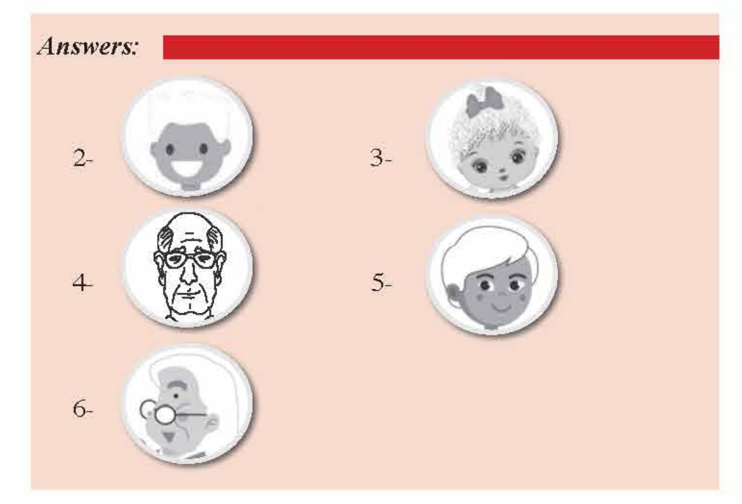
23

ACTIVITY BOOK page 23

1 Read and match

1 Help students to find page 23 of their Activity Book. What can they see in the pictures? Elicit as much vocabulary as possible and check any pronunciation issues.
2 Holding up your Activity Book and using your pencil, show students that they should match the sentences with the pictures. Show the example in place for Exercise 1.
3 Ask students to continue in pairs.
4 Circulate and offer help, as necessary.
5 Check their answers as a class. Ask students to read out the sentences.

Answers:



Extra practice

❑ Ask students a few additional questions, e.g. *Is Nesma's brother young or old? Is her sister a teenager? Does her grandpa have red hair?*, etc.

2 Read again and color

1 Go back to the pictures in Exercise 1. Make sure all students have coloring pencils.
2 Show students they should now take their pencils and color, but they need to do so according to the descriptions.
3 Hold up your Activity Book and ask *Is mom's hair red?* Encourage students to read the description and say *No, brown.*
4 Tell students to continue on their own, coloring in the people according to the descriptions.
5 Circulate and monitor.
6 Check answers by quickly moving around the class to make sure everyone has colored the pictures correctly.

3 Point and say

1 Ask students to work in pairs.
2 Say that one should give a description and the other should point to the relevant person.
3 You could quickly demonstrate this by drawing 2 or 3 simple heads (male and female) on the board with different colored hair, then write numbers under them for easy checking. Say, e.g. *He has black hair*. Students should then raise their hands and give the correct number. Continue until you feel students are confident with the language.
4 Now have students continue working in pairs.

Extra practice

❑ If time allows, you could do the following extra practice: give out white paper and tell students to copy one of the pictures from Exercise 1 onto the sheet, with all the correct colors in place. You should give them a letter, a to f, to indicate which picture they should copy.
❑ While they are doing this, quickly write the matching sentences on separate slips, with enough for all the students in the class.
❑ When everyone is ready, tell them to stand up with their pictures, which they should not show to anyone. Now give everyone a slip of paper with a description on, which should also remain hidden from the others.
❑ Check everyone can read the sentences on their slips. If they have a sentence that matches with their picture then swap the sentence for a different one.
❑ The aim is to find a student who has a matching sentence for your picture. Students should then mingle, reading or saying their sentences. The other student should listen and if their picture matches the description, they give the picture to the description-giver.
❑ The game continues until everyone has matched their sentences and pictures.

Closing

- Remind students how well they have done. Show them their colored pictures and tell them they can now describe different people and talk about their families.
- Explain that in the next lesson, they will learn about a new phonics sound.



LESSON 8 SB page 24 AB page 24

Objectives:	To recognize and produce the letter sound /ʃ/ and /tʃ/ To find words with the /ʃ/ and /tʃ/ sounds To write words with the letters *sh* and *ch*
Vocabulary:	*ship, short, chair, teacher*
Materials:	Student's Book page 24 Activity Book page 24 Class CD Picture of a child for the presentation Digital toolbox

Opener

- Play *Word whispers* (Games bank, page 211) with short sentences from the last lesson, e.g. *She's young. She's her mom. He's old. He's funny. My grandma is tall,* etc.

Presentation

1 Draw a picture of shoes on the board and ask *What's this?* Elicit *shoes*.
2 Write the word on the board and circle the letters *sh*.
3 Point at the letters and say /ʃ/. Students repeat the sound /ʃ/ with you.
4 Point at the shoes again and elicit *shoes*. Then say /ʃ/ *shoes*.
5 Draw or show a picture of a child on the board and ask *What's this?* Elicit *child*.
6 Write the word on the board and circle the letters *ch*.
7 Point at the letters and say /tʃ/.
8 Students repeat the sound /tʃ/ with you.
9 Point at the child again and elicit child. Then say /tʃ/ *child*.

STUDENT'S BOOK page 24

1 Listen, point and say

1 Help students to find page 24.
2 Point to the picture of the ship and ask *What it is?* Students say *ship*.
3 Then point to the letters sh on the page and say the sound /ʃ/. Students repeat after you. Practice this several times.
4 Repeat with *chair*.
5 Say *Listen* and play the CD, encouraging students to repeat the word and sound and point to the correct picture.
6 Play the CD several times so students can mirror and practice the correct pronunciation.



Audioscript

/ʃ/, /ʃ/ *ship*	/tʃ/, /tʃ/ *chair*

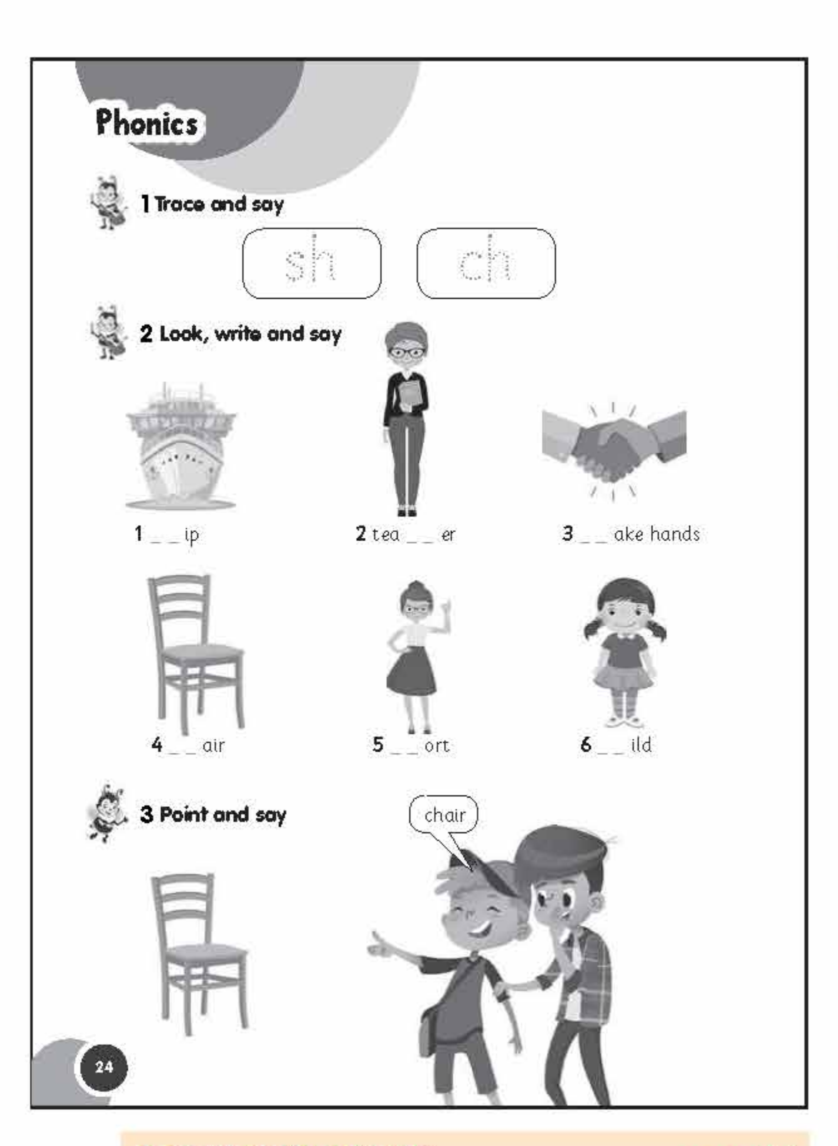
2 Underline sh and ch. Say the words

1 Look at the pictures with the class and present/identify the items in the pictures. Say *What's this?* and present *short* and *teacher*. Say the words together with the class.
2 Point to the short girl. Say the word *short*. Say /ʃ/ *short*. Point to the letters *sh* and show the students how to underline them. Do the same with *teacher*. Ask the students to underline *ch*.

3 Read, trace and say

1 Ask students to say what they can see in the pictures and ask them to read the sentences. Make sure they pronounce the /ʃ/ and /tʃ/ sounds correctly.
2 Now, using your pencil, show how they should trace the letters to make the words.
3 Circulate and check everyone's on task.
4 Check their answers. Praise good work.





Phonics

1 Trace and say

sh ch

2 Look, write and say

1 _ _ ip
2 tea _ _ er
3 _ _ ake hands
4 _ _ air
5 _ _ ort
6 _ _ ild

3 Point and say

chair

24



ACTIVITY BOOK page 24

1 Trace and say

1. Help students to find page 24 of their Activity Book.
2. Explain that you would like them to trace the letters *sh* and *ch*. They can do this individually.
3. Check their answers as a class. Check their pronunciation of the /ʃ/ and /tʃ/ sounds.

2 Look, write and say

1. Exploit the pictures with students and elicit as many adjectives as possible.
2. Show students, using your Activity Book and a pencil, that they should now complete the words with 'sh' or 'ch'.
3. Circulate and check everyone's on task, giving help as necessary.
4. Check answers, asking students to read the words, one by one.

Answers:

1 **sh**ip
2 tea**ch**er
3 **sh**ake hands
4 **ch**air
5 **sh**ort
6 **ch**ild

3 Point and say

1. Have students work in pairs to point to and say the words.
2. Go around the class to monitor as they work.

Closing

- Say *Now you know how to say and write words with the /ʃ/ and /tʃ/ sounds.*
- Explain that in the next lesson, they will talk about helping around the house.

Unit 2

LESSON 9 SB page 25 AB page 25

Objectives:	To identify how you can help around the house To identify how you can help your parents To listen and order To read and complete
Values:	Cooperation: helping at home/ helping around the house
Vocabulary:	*tidy my toys, make my bed, help mom and dad*
Language:	*Do you help at home? Yes, I make my bed.*
Materials:	Student's Book page 25 Activity Book page 25 Class CD

Opener

- Write the letters *sh* and *ch* on the board. Ask students to say the sounds /ʃ/ and /tʃ/. Now ask them to say as many words as they can with these letter sounds. Write their ideas on the board, e.g. *shoes, short, ship, teacher, child, much.*

Presentation

1 Make sure you have students' full attention.
2 Mime some actions at the front of the class, e.g. tidying your desk, wiping your cupboard, cleaning the board, making your bed (obviously there's no bed so you will need to add a dramatic twist here!)
3 Elicit what you are doing and present the new language *tidy, make my bed* and *help.*
4 Check students' pronunciation and practice chorally and individually.
5 Now ask them to stand up and mime the actions as you say them, e.g. tidy your desk, make your bed, tidy your bag, etc.
6 Do the actions one last time yourself and check vocabulary and pronunciation.

STUDENT'S BOOK page 25

1 Look, listen and number. Say

1 Help students to find page 25.
2 Exploit the pictures and elicit vocabulary.
3 Play the CD. Students listen and read.
4 Play the CD again. Students listen and put the actions in order.
5 Circulate and check everyone's on task.
6 Now students listen again to check.
7 Check answers with the class.



Audioscript

1 I help my mom and dad.
2 I make my bed.
3 I tidy my toys.

Answers:

1 I help my mom and dad.
2 I make my bed.
3 I tidy my toys.

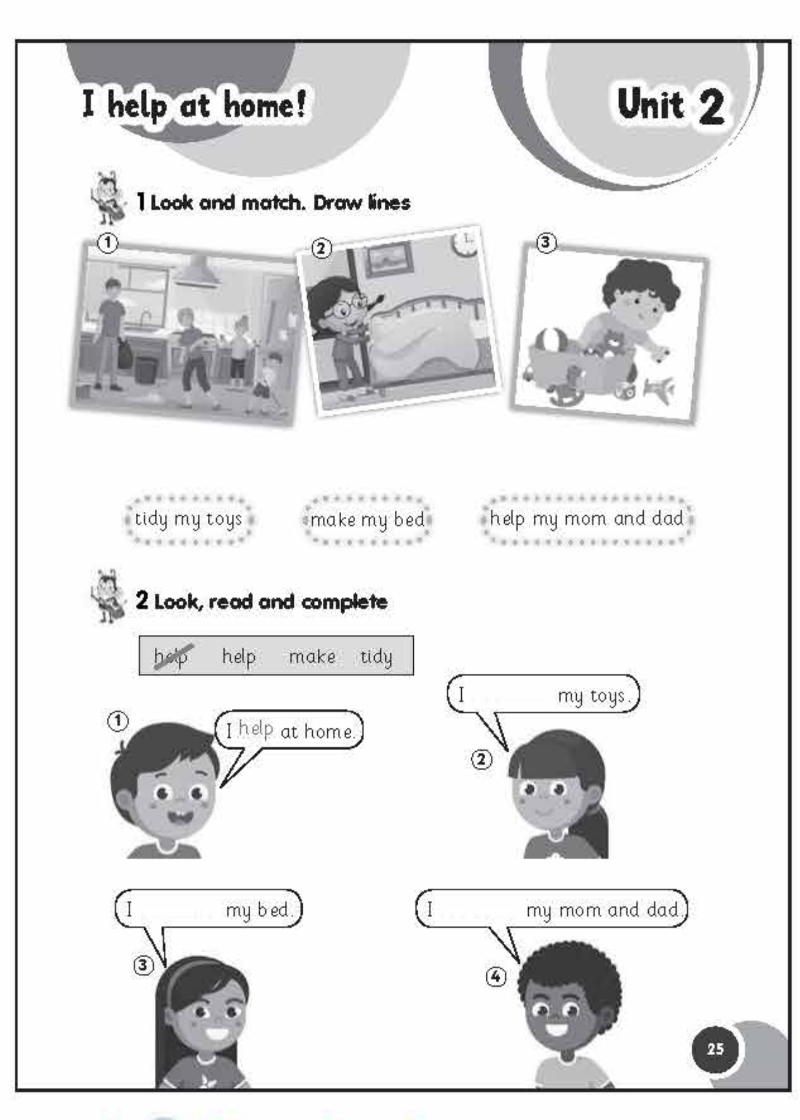
2 Look, read and complete. Ask and answer

1 Ask students to say what they can see in the pictures. Then ask them to complete the sentences in pairs.
2 Check their answers as a class.
3 Now ask them the questions, and they can then practice asking each other.

Answers:

Yes, I make my **bed**.
Yes, I help my **mom**.
Yes, I tidy my **toys**.





I help at home!

Unit 2

1 Look and match. Draw lines

tidy my toys | make my bed | help my mom and dad

2 Look, read and complete

~~help~~ help make tidy

1 I help at home.

2 I .... my toys.

3 I .... my bed.

4 I .... my mom and dad.

25

ACTIVITY BOOK page 25

1 Look and match. Draw lines

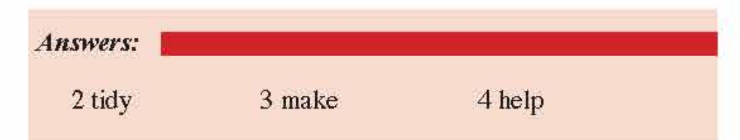
1 Help students to find page 25 of their Activity Book. Ask students to match the phrases with the pictures. Students can do this in pairs.
2 Check their answers as a class. Ask the students *Who makes their bed at home? Who tidies their toys?*, etc.

Answers:

1– help my mom and dad
2– make my bed
3– tidy my toys

2 Look, read and complete

1 Ask students to say what they can see in the pictures.
2 Explain that students now have to decide which words from the box fit in each sentence.
3 Students now complete the task in pairs.
4 Circulate and check everyone's on task. Give help as necessary.
5 Check their answers as a class.



Answers:

2 tidy 3 make 4 help

3 Listen and read

1 Have students read the sentences aloud, together and then individually.
2 Then have them listen to the CD and read again.

Audioscript

I help at home. I make my bed. I help my mom in the kitchen. I play with my brother. I tidy my toys at the end of the day.

Extra practice

- ❑ Ask students how else they help at home. They may struggle to say this in English and will need you to translate, but it is an important discussion to have.
- ❑ Common household chores for children of their age might be: setting the table, taking the trash out, recycling the trash, helping prepare food, etc.

Closing

- Play *Teacher says* (Games bank, page 211) to revise miming different household jobs. Take this in with some other more basic commands such as *Stand up, Sit down, Look at the board, Write your name on the board with your finger,* etc.
- Remind students that they can talk about helping around the house in English.
- Tell them that in the next lesson they will talk about big and small families.

Unit 2

LESSON 10 SB page 26 AB page 26

Objectives:	To describe different-sized families To talk about family members To use numbers with plurals To use first and third person of the verb to have, both affirmative and negative
Vocabulary:	*family, small, big, love, fun*
Life skills:	Critical thinking: similarities and differences: big families
Language:	*I have three sisters and two brothers.* *I have a brother. I don't have a sister.* *He has a sister. He doesn't have a brother.*
Materials:	Student's Book page 26 Activity Book page 26 Flash cards: big/small Optional: pictures of big and small families (there should be a good mixture of both) from around the world

Opener

- Play *Mime it* (Games bank, page 209) with some of the actions from last lesson, e.g. tidying the house, making your bed, helping make food. Make it fun!

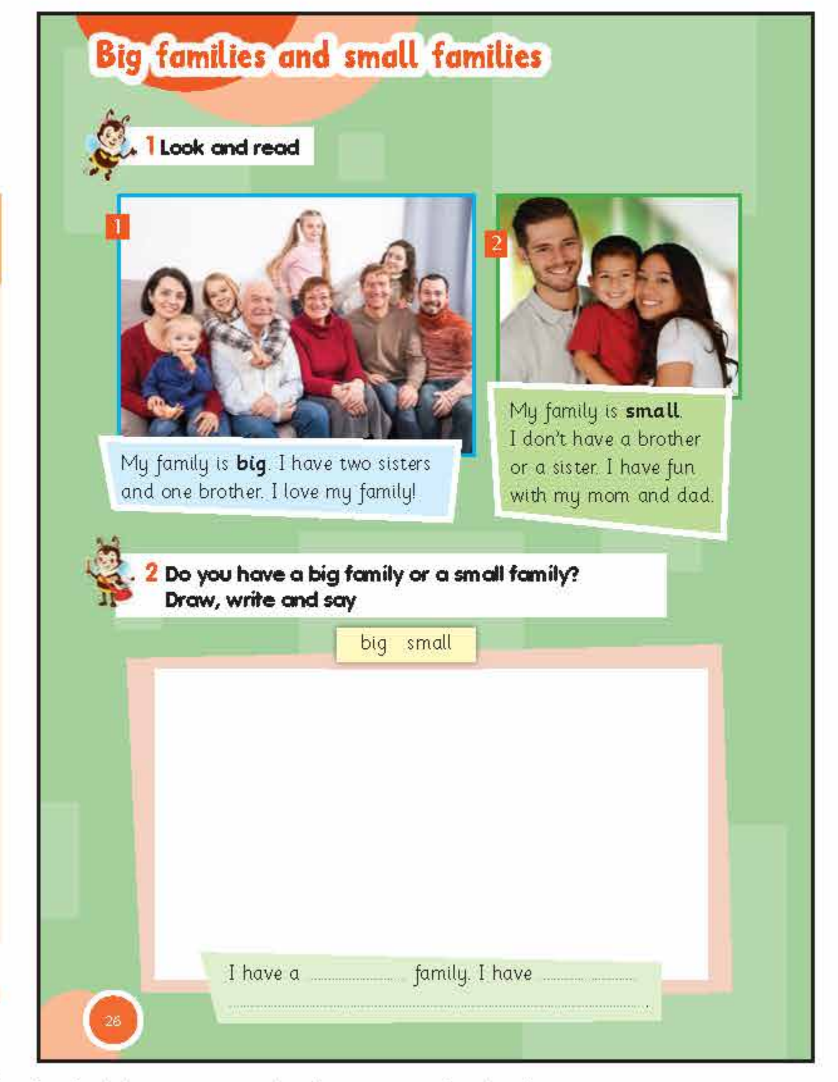
Presentation

1 Use the flash cards to present *big* and *small*.
2 If you have pictures of different sized families, show them to the class. These are easy to find on the internet and will be tremendously useful for revising all the family words students now know, i.e. brother, sister, mom, dad, grandma, grandpa, aunt, uncle, cousins. Make sure you choose pictures which show the people and not too much other detail so that students can see these, even from the back of the class.
3 Put the students in groups of 4 and give them a picture – say they should prepare a description of it to give to the class. They should speak as if they're a child in the photo and say, e.g. *My family is big, I have two sisters and four brothers; this is my mom and dad,* etc.
4 Give each group a few minutes to stand up and talk about their picture while the others listen.
5 Explain that they are now going to talk about big and small families.

STUDENT'S BOOK page 26

1 Look and read

1 Help students to find page 26.

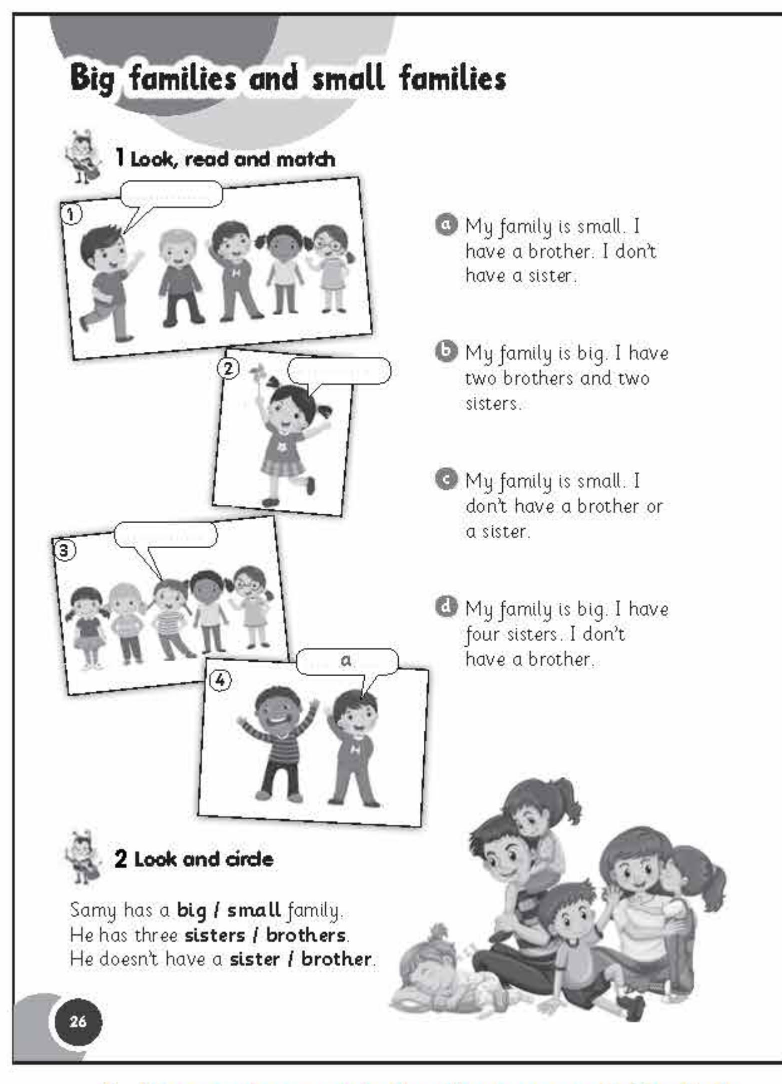


2 Ask them to say what they can see in the pictures.
3 Read the sentences with students and check meaning. Check understanding of *love, have fun* and *don't have*.
4 Say *small* and have students point to the correct picture.
5 Have students read the sentences aloud and check pronunciation.

Extra practice

- ❑ Now bring out your family pictures again. Write *big* on one side of the board and *small* on the other.
- ❑ To check understanding, hold up the family pictures one by one and elicit *big* or *small* from students. Then stick the family pictures up on the correct side of the board.
- ❑ If you have time and would like to exploit the pictures further, you could quickly write a number under each, then give a description of the picture, e.g. *My family is big. I have six sisters and one brother. I have a grandma …* Students should put up their hands when they can identify the picture and give the correct number.
- ❑ If you feel it would work well, then have the student give the description for the other students to number the picture, and so on. If you think this would be a bit too challenging, then continue giving the descriptions yourself until all the pictures are used up.





Big families and small families

1 Look, read and match

a My family is small. I have a brother. I don't have a sister.

b My family is big. I have two brothers and two sisters.

c My family is small. I don't have a brother or a sister.

d My family is big. I have four sisters. I don't have a brother.

2 Look and circle

Samy has a **big / small** family.
He has three **sisters / brothers**.
He doesn't have a **sister / brother**.

26

2 Do you have a big family or a small family? Draw, write and say

1 Explain that students are now going to draw their own family.
2 You may need to give them guidance on how many family members to draw, e.g. just nuclear family or include grandparents too? They may want to, particularly if grandparents live with them.
3 Circulate and check everyone's on task.
4 When everyone's finished, have them complete the text.

Students' own answers



ACTIVITY BOOK page 26

1 Look, read and match

1 Help students to find page 26 of their Activity Book. Ask students to describe the pictures.
2 Read the text with them and help them to do item 1.
3 Have them continue to match the description with the pictures as in the example, working in pairs.
4 Check their answers as a class.

Answers:

1 b　　2 c　　3 d

2 Look and circle

1 Have students describe the picture in as much detail as possible.
2 Students can work in pairs to complete the task of circling the relevant words.
3 Check their answers as a class.

Answers:

big, sisters, brother

Closing

- Say *We can talk about big and small families.*
- Say *Next we will talk about comparing things.*

Unit 2

LESSON 11 SB page 27 AB page 27

Objectives:	To use comparatives with one-syllable adjectives To compare family members to each other To compare oneself to others To complete and write sentences giving comparatives
CLIL:	Math: comparing things
Vocabulary:	*shorter/taller/younger/older than ...*
Life skills:	Critical thinking: observation: comparing things
Language:	*Tarek is younger than Talia.*
Materials:	Student's Book page 27 Activity Book page 27 Flash cards: short, tall, young, old Family pictures from last class

Opener

- Play a version of *Point to it* (Games bank, page 210) with the flash cards. Stick the family pictures from last class on the board with numbers underneath. Describe a family then students put up their hands and point to the correct family card.
- Play *Stand up if …* (Games bank, page 210) to revise family phrases from last class. Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. Say phrases like *My family is big, I have two brothers. I don't have sisters., I have three cousins,* etc. You could also add with some more language from earlier in the book, e.g. *I have black hair, I have brown eyes*, etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.

Presentation

1 Show students the flash cards for *short/tall/young/old*.
2 Elicit the language, then start to compare the different pictures, e.g. show the tall and short pictures and give the people names, then say *A is shorter than B, B is taller than A*, etc. After each sentence check meaning and practice pronunciation chorally and individually.
3 Give further practice of this new vocabulary by using your family cards if the details are clear enough to all students. If this is tricky invite students to come and stand near you at the front, or sit on the floor near you if the floor's clean enough for this and there's enough space. Now, work



through the family cards, exploiting the pictures, eliciting language and comparing the different people, e.g. *Is grandma taller than the child?*, etc.

STUDENT'S BOOK page 27

1 Look and read

1 Help students to find page 27. Ask them to tell you what they can see in the pictures.
2 Read the sentences with them. Have students read out the sentences and make sure they are pronouncing the comparative forms correctly – they should just be adding a schwa /ə/ to comparative adjectives so it's just like a loud breath. Practice this chorally and individually.

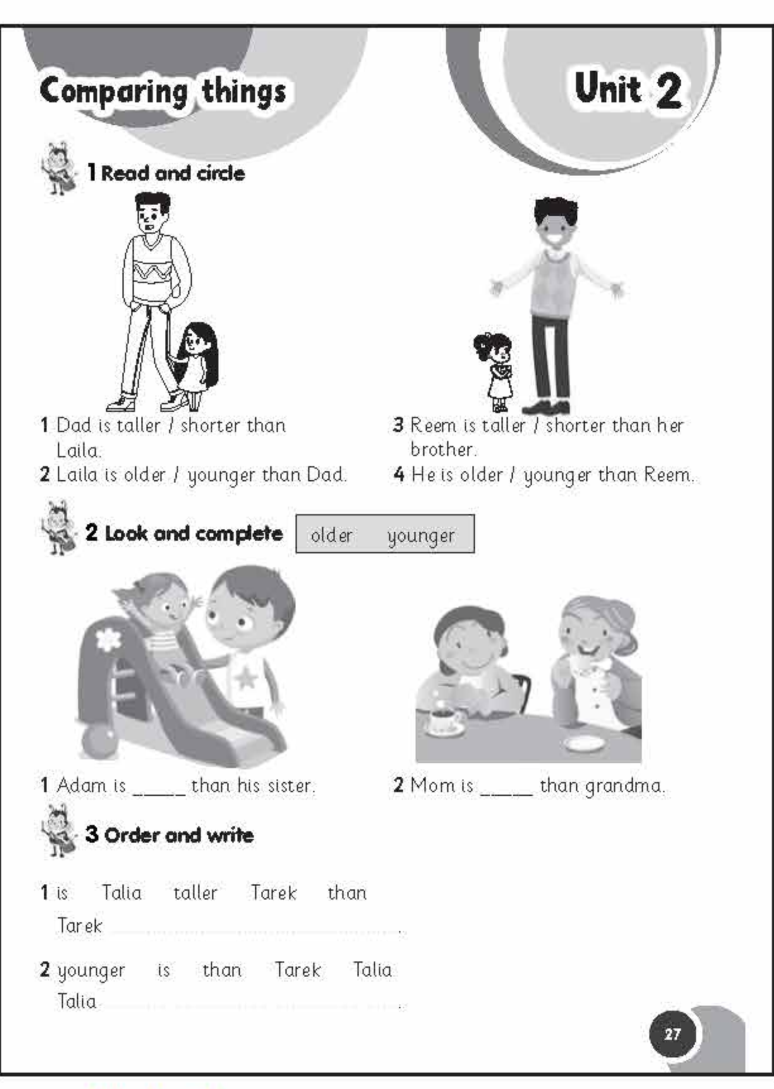
2 Look, read and check (✓) or cross (✗)

1 Ask students to describe the pictures.
2 Show them they should mark a check or a cross for each sentence.
3 Do the first item with them.
4 Circulate and check everyone understands what to do.
5 Check their answers as a class.

Answers:

1 ✗ 2 ✓ 3 ✗ 4 ✗





Comparing things

Unit 2

1 Read and circle

1 Dad is taller / shorter than Laila.

2 Laila is older / younger than Dad.

3 Reem is taller / shorter than her brother.

4 He is older / younger than Reem.

2 Look and complete

older younger

1 Adam is _____ than his sister.

2 Mom is _____ than grandma.

3 Order and write

1 is Talia taller Tarek than

Tarek ....

2 younger is than Tarek Talia

Talia ....

27

Find out!

Put students into small groups. Ask them to arrange themselves in order from oldest to youngest. Ask them to say who is younger and who is older than them. You can also extend this by organizing the whole class by age and asking students to talk about who is older and younger than them.

ACTIVITY BOOK page 27

1 Read and circle

1 Help students to find page 27. Ask them to tell you what they can see in the pictures.
2 Explain that they should circle the correct words and show them how to do so with a pencil.
3 Ask them to do the next items.
4 Circulate and check everyone's on task. Give help if necessary.
5 Check the answers as a class. Have students read out the sentences and make sure they are pronouncing the comparative forms correctly – they should just be adding a schwa /∂/ to comparative adjective so it's just like a loud breath.

Answers:

1 taller
2 younger
3 shorter
4 older

2 Look and complete

1 Ask students to describe the pictures.
2 Now show them they should write the correct word from the box into the sentences.
3 Check students' answers.

Answers:

1 older
2 younger

3 Order and write

1 Ask students to describe the pictures and use the new language to compare the children.
2 Put an example of a jumbled sentence on the board, and then have students help you to unscramble it, showing how the words have to be in the correct order for the sentence to make sense.
3 Tell students to work in pairs and do the same thing with the words in this exercise.
4 Check their answers as a class.

Answers:

1 Tarek is taller than Talia.
2 Talia is younger than Tarek.

Closing

- Ask students if they can describe themselves compared to their family, e.g. *I am shorter than my dad, I am younger than my mom,* etc. Praise their work.
- Say *Next, we will make your family trees.*
- Ask students to bring family photos for next class, they can be copies of photos which are then printed out so they can be put into a family tree.





LESSON 12 SB page 28 AB page 28

Objectives:	To make a family tree To do craftwork
CLIL:	Art
Vocabulary:	*glue stick, scissors, card*
Language:	*This is my family tree!*
Materials:	Student's Book page 28 Activity Book page 28 Flash cards and family pictures from last class Materials: scissors, glue sticks, card, colored pens/pencils

Opener

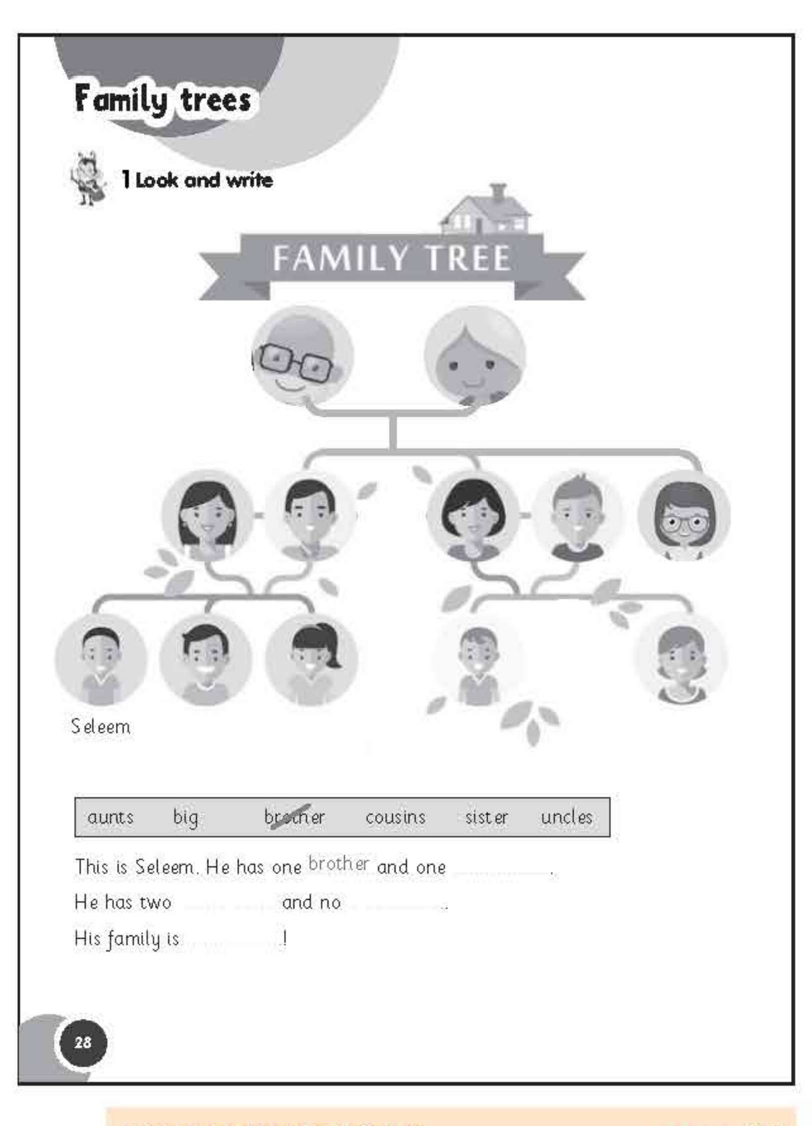
- Stick some flash cards and family pictures from last class on the board.
- Have students describe them.
- Play *Catch and say (1)* (Games bank, page 208) with family vocabulary.

STUDENT'S BOOK page 28

1 Color, cut and stick

1 Help students to find page 28.
2 Show them the different materials they need to make the family tree.
3 Show them the photo of the finished project on the page.
4 Now hand out the materials.
5 Students should cut out the template.
6 They should then stick the photos into the correct places in the template.
7 They should write labels under each photo.
8 While they are working, make sure you circulate and check everyone's on task. Give help as necessary. Some students may need help with cutting and sticking.
9 Finally they should color the family tree with colored pens and pencils.
10 They should then have their finished family tree.
11 Display the family trees in the classroom. Encourage students to talk about what they have made.





ACTIVITY BOOK page 28

1 Look and write

1. Help students to find page 28 of their Activity Book.
2. Explain the task. Students should look at the family tree and complete the text below using the words in the box.

Answers:

sister, aunts, uncles, big

Closing

- Say *Now, you have made and talked about family trees. Next we will review the unit.*

Unit 2

LESSON 13 SB page 29 AB page 29

Objectives: To review the language from Unit 2
To trace family members
To match sentences with pictures
To match questions with answers

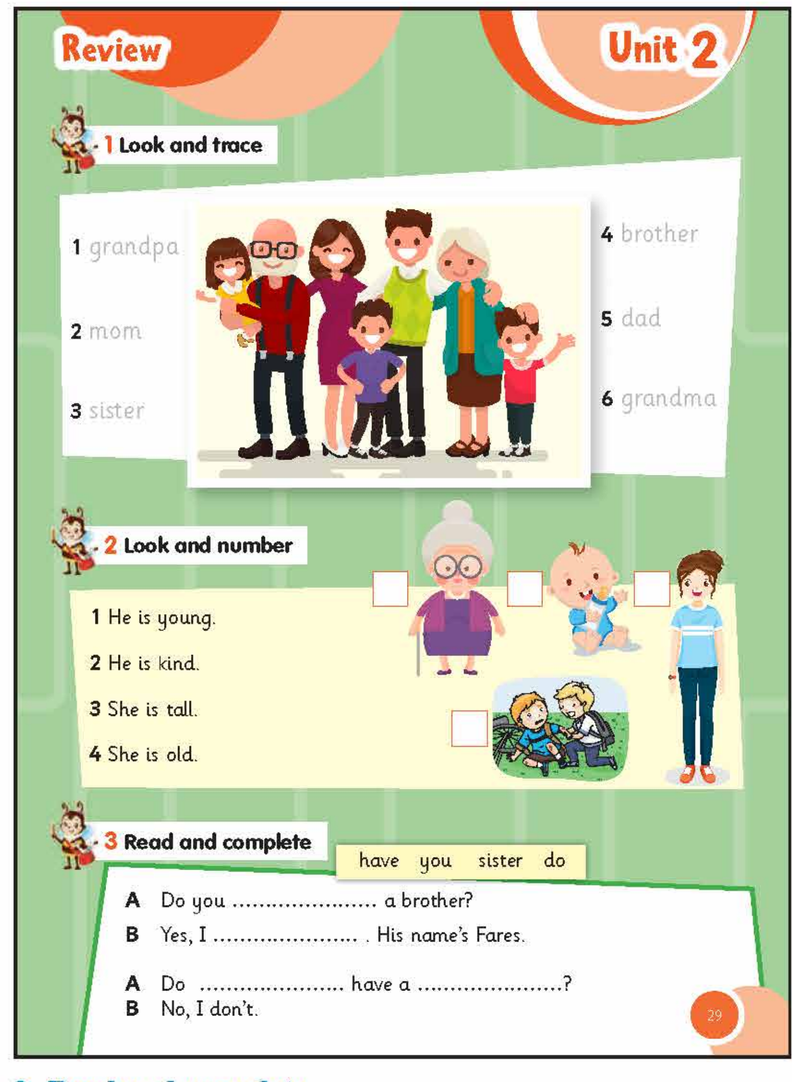
Vocabulary: *brother, sister, dad, mom, grandpa, grandma, old, tall, young, kind*

Language: *This is my grandma. This is her/ his…His name's … Her name's*
Do you have a sister? Yes, I do/No, I don't.

Materials: Student's Book page 29
Activity Book page 29
Flash cards: brother, sister, dad, mom, grandpa, grandma, old, tall, young, kind

Opener

- Play *Catch and say (1)* (Games bank, page 208) to revise family words brother, sister, mom, dad, aunt, uncle, grandma, grandpa, cousin.
- Play *Guess the picture* (Games bank, page 209) to revise adjectives, young/old, tall/short, kind/funny.



STUDENT'S BOOK page 29

1 Look and trace

1 Help students to find page 29 of their Student's Books.
2 Ask students to say what they can see in the picture. Ask them to point to the different family members.
3 Tell them they should trace the words with their pencils to form the words.
4 Circulate and offer help as necessary.
5 Check everyone has their completed words in place.

2 Look and number

1 Show the pictures in the exercise and exploit them with students, eliciting as much language as possible.
2 Ask students to read the sentences.
3 Then show them how to link the pictures to the sentences by writing the number of the sentence in the box next to the correct picture.
4 Check their answers as a class. Praise all good work.

Answers:



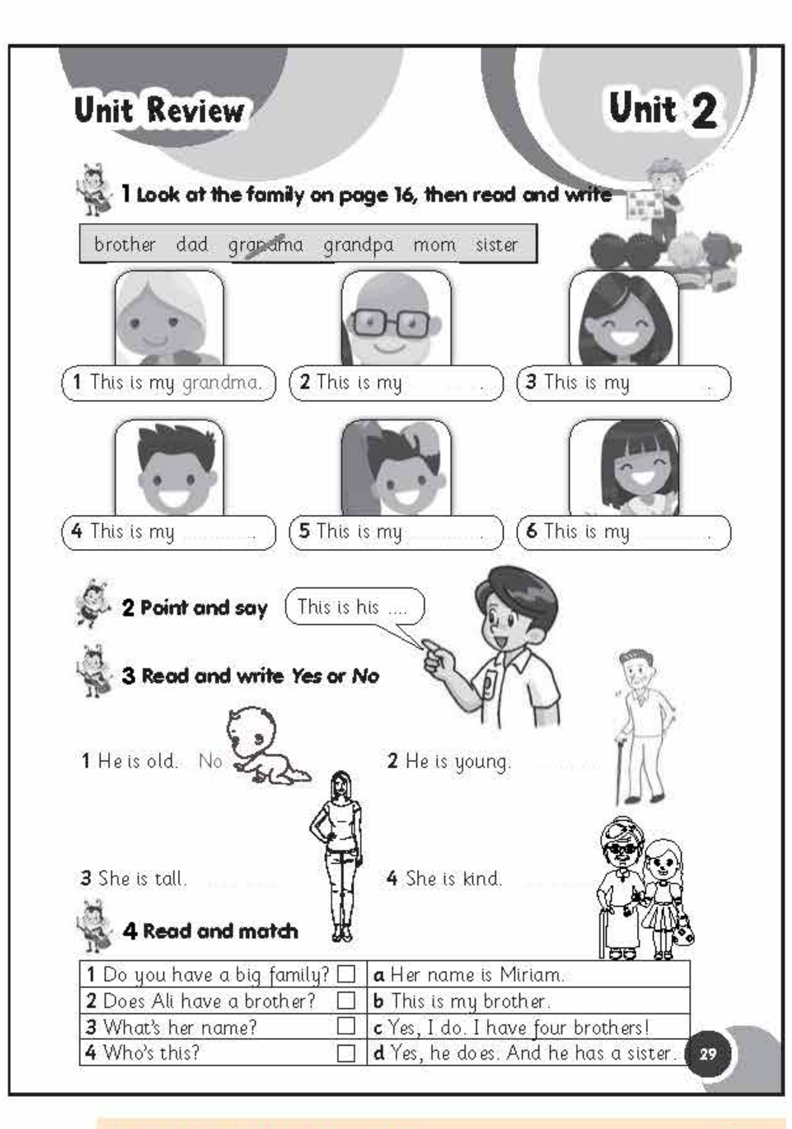
3 Read and complete

1 Show students they should complete the sentences with the words in the box.
2 Do the first one with them as an example.
3 Circulate and offer help and support.
4 Check answers with the whole class.

Answers:

A: have
B: do
A: you, sister





Unit Review

Unit 2

1 Look at the family on page 16, then read and write

brother dad ~~grandma~~ grandpa mom sister

1 This is my grandma.
2 This is my .
3 This is my .
4 This is my .
5 This is my .
6 This is my .

2 Point and say

This is his ....

3 Read and write *Yes* or *No*

1 He is old. No
2 He is young.
3 She is tall.
4 She is kind.

4 Read and match

1 Do you have a big family? ☐	a Her name is Miriam.
2 Does Ali have a brother? ☐	b This is my brother.
3 What's her name? ☐	c Yes, I do. I have four brothers!
4 Who's this? ☐	d Yes, he does. And he has a sister.

29

ACTIVITY BOOK page 29

1 Look at the family on page 16, then read and write

1 Help students find page 29 in their Activity Books.
2 Exploit all the visuals and elicit as much language as possible.
3 Circulate and offer help and support.
4 Show students they need to take words from the word box and write them in the sentences.
5 Look at the first one with them. Then ask them to continue in pairs.
6 Circulate and check everyone's on task.
7 Check answers with everyone at the end. Ask students to read sentences aloud.

Answers:

2 grandpa 3 mom 4 dad
5 brother 6 sister

2 Point and say

1 Show students that they now have to change the sentences in Exercise 1 from 'my' to 'his'.
2 Do one or two with them as examples.
3 Then, ask them to continue in pairs.
4 Circulate and check everyone's on task.
5 Check their answers as a class.

Extra practice

❑ If time allows, exploit the family trees students made last class, which are now pinned up around the class. Walk around with students, pointing out the families and elicit from students the different details, e.g. *Who's this? Her mom/grandma,* etc.
❑ This works well as it gives students a chance to get up and move around to refresh themselves and become energized.

3 Read and write *Yes* or *No*

1 Have students describe the pictures.
2 Show them the example.
3 Then, ask them to continue in pairs.
4 Circulate and offer help and support.
5 Check answers with the whole class.

Answers:

2 No 3 Yes 4 Yes

4 Read and match

1 Write up a few questions and their respective answers, all jumbled up, on the board.
2 Have students come up to the board and give them a pen to link up the question with the correct answer. Continue with a few more.
3 Now ask them to go back to their books and show them they should do the same in this exercise.
4 Ask them to work in pairs to continue.
5 Check answers with the whole class.

Answers:

1–c 2–d 3–a 4–b

Extra practice

❑ Say that in a minute all students will stand up and move around the class and ask each other questions about their families, such as *Do you have a sister?, Do you have a cousin?,* etc. It's best to give them just one question each. They then get up and mingle, asking their questions, giving an answer and moving to the next person. Circulate and help, as necessary.

Closing

- Ask students to make more sentences about their families and to describe people in their families.
- Say *Now you can talk about your families, say if your family is big or small, describe the people in your families, ask other people about their families, talk about helping in the house and you can make a family tree.*
- Praise students for their hard work on Unit 2. Tell them that in the next unit, they are going to talk about different places and what they do at different times.

Unit 3

LESSON 1 SB pages 30-31 AB pages 30-31

Objectives: To identify places at school
To identify classroom items
To ask and answer about classroom items
To read and write the new vocabulary

Vocabulary: *school, classroom, playground, sports hall, whiteboard, table, chair, pencil case, pen, pencil, eraser, ruler, sharpener*

Language: *What's this? It's a ... Here's the ... I like my ...*

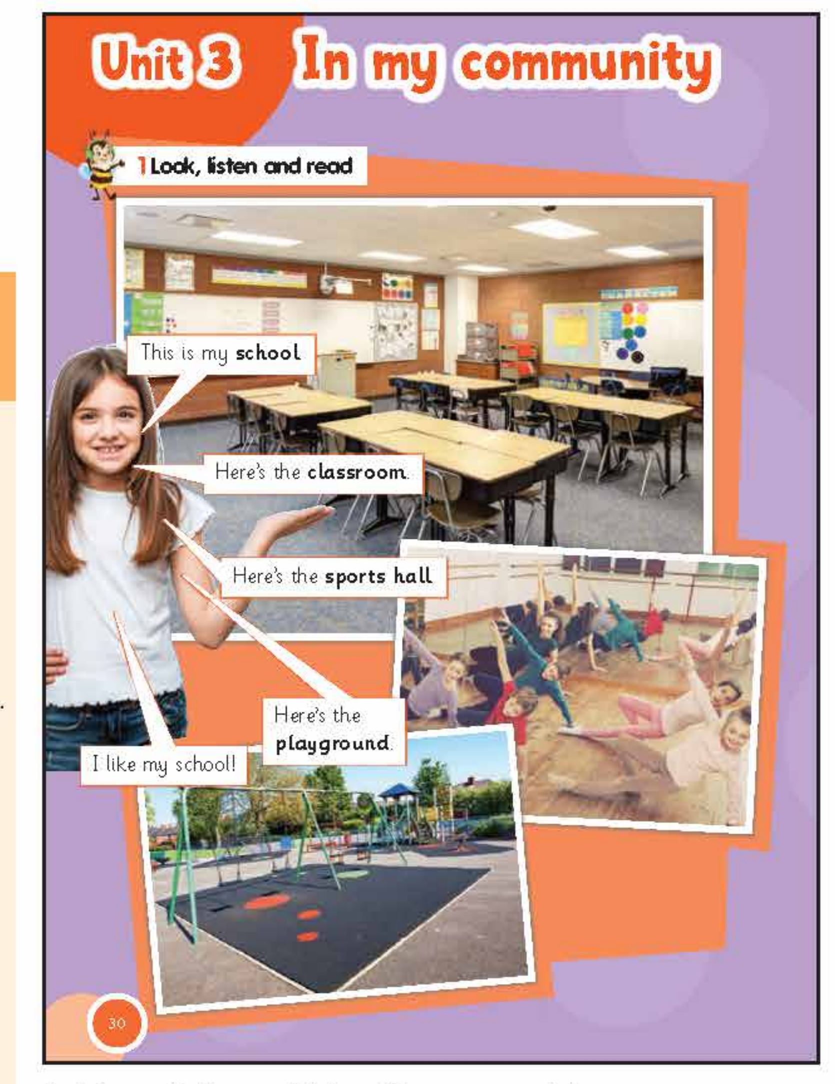
Materials: Student's Book pages 30 and 31
Activity Book pages 30 and 31
Class CD
Flash cards: school, classroom, playground, sports hall, whiteboard, table, chair, pencil case, pen, pencil, eraser, ruler, sharpener
Extra copies of the school, classroom, playground and sports hall flash cards
Stationary realia: pencil case, pen, pencil, eraser, ruler, sharpener
Colored pencils for the drawing in the Activity Book
Soft ball for final activity

Opener

- Play *Noughts and crosses* (Games bank, page 210) to revise family vocabulary from last class. The language to be checked can be placed on the board as flash cards and family cards from last unit, however do not specify which flash card matches with which number on the Noughts and Crosses board. The students choose a number for the square they would like to win, then you choose the flash card for that square; if they are correct then you mark the grid with a nought or a cross, as relevant.

Presentation

1 Using the flash cards, present the following new words: *school, classroom, playground, sports hall.*
2 Check the pronunciation, chorally and individually.
3 Now, for the mingle activity, give each student a card. If you have a large number of students in the class you will need copies of the flash cards, so each student has one. Have students move around the classroom, teaching each other their word.



4 Move with them and help with any pronunciation difficulties.
5 As a final round-up, have everyone sit down and check the words again together, as a class.

STUDENT'S BOOK page 30

1 Look, listen and read

1 Help students to find pages 30 and 31 in their Student's Book.
2 Ask students to say who and what they can see in the pictures.
3 Explain that you are going to play the CD and ask students to follow in their books as they listen. Play the CD and point to the different elements as the girl speaks.
4 Say *Look, listen and read.* Students follow the CD again, sentence by sentence. Ask students to repeat the sentences.
5 Ask a few simple questions: *What's this?, What can you see?,* etc.

Audioscript

Girl: *This is my school.*
Here's the classroom.
Here's the sports hall.
Here's the playground.
I like my school!





Extra practice

- ❑ Ask students to read the monolog in groups of four, with everyone saying the last line together.
- ❑ Circulate and monitor their work.
- ❑ Make sure they're saying their lines with feeling, not just in a bored monotone.
- ❑ Ask one or two groups to act out their monologs to the class.

STUDENT'S BOOK page 31

2 Look, listen and say

1 Using the flash cards, present the following new words: *whiteboard, table, chair, pencil case, pen, pencil, eraser, ruler, sharpener*.
2 Check the pronunciation, chorally and individually.
3 Now, for the mingle activity, give each student a card. If you have a large number of students in the class you will need copies of the flash cards, as mentioned above. Have students move around the classroom, teaching each other their word.
4 Move with them and help with any pronunciation difficulties.
5 As a final round-up, have everyone sit back in their chairs and check the pronunciation of the new words once again.
6 Ask students to look at page 31. Ask them what they can see in the list.
7 Ask them to read the list together.
8 Have the stationary realia on your desk and hold it up to check meaning and pronunciation.
9 Play the CD and have students say the words again.

Audioscript

whiteboard, table, chair, pencil case, pencil, pen, eraser, sharpener, ruler

Extra practice

- ❑ Play *Memory* (Games bank, page 209). Put some stationary on your desk, as per new vocabulary, with multiples of each. Invite all students to come up to the front to look at your desk and concentrate on what they see – tell them that in a minute you will cover the items and they will make a list of what they remember. Then cover all the items and students return to their desks, writing what they remember. Give them a few minutes to write, using their Student's Books to show them the spellings. Then see who remembered the most words, with the correct number. You could then have them close their eyes and you take away one of the items – they have to guess what is missing. Do this a few times.

3 What's in your classroom? Point and say

1 Have students work in pairs. They should point to different things in the classroom and ask each other what they are, e.g. *What's this? It's a pen*, etc.
2 They could then work in small groups to extend the questioning.
3 If space allows, you could ask them to stand up and move around the classroom, asking and talking about different stationary.

Extra practice

- ❑ Say one of the items of stationary, and students have to point to it or hold it up for you.



ACTIVITY BOOK page 30

1 Look, read and write

1 Help students to find page 30 in the Activity Book.
2 Ask students to look at Exercise 1 and to say what they can see in the pictures.
3 Show them the word pool at the top and indicate that they should write the correct words under each picture.
4 Circulate and check everyone's on task. Give help as necessary.
5 Check their answers as a class.

Answers:

1 playground
2 classroom
3 sports hall
4 school

2 Look and write

1 Exploit all the pictures with students and elicit vocabulary.
2 Write the first item on the board and elicit the letters to be inserted with students.
3 Ask them to continue in pairs.
4 Circulate and check everyone understands what to do. Help with handwriting skills if necessary.
5 Check answers as a class.

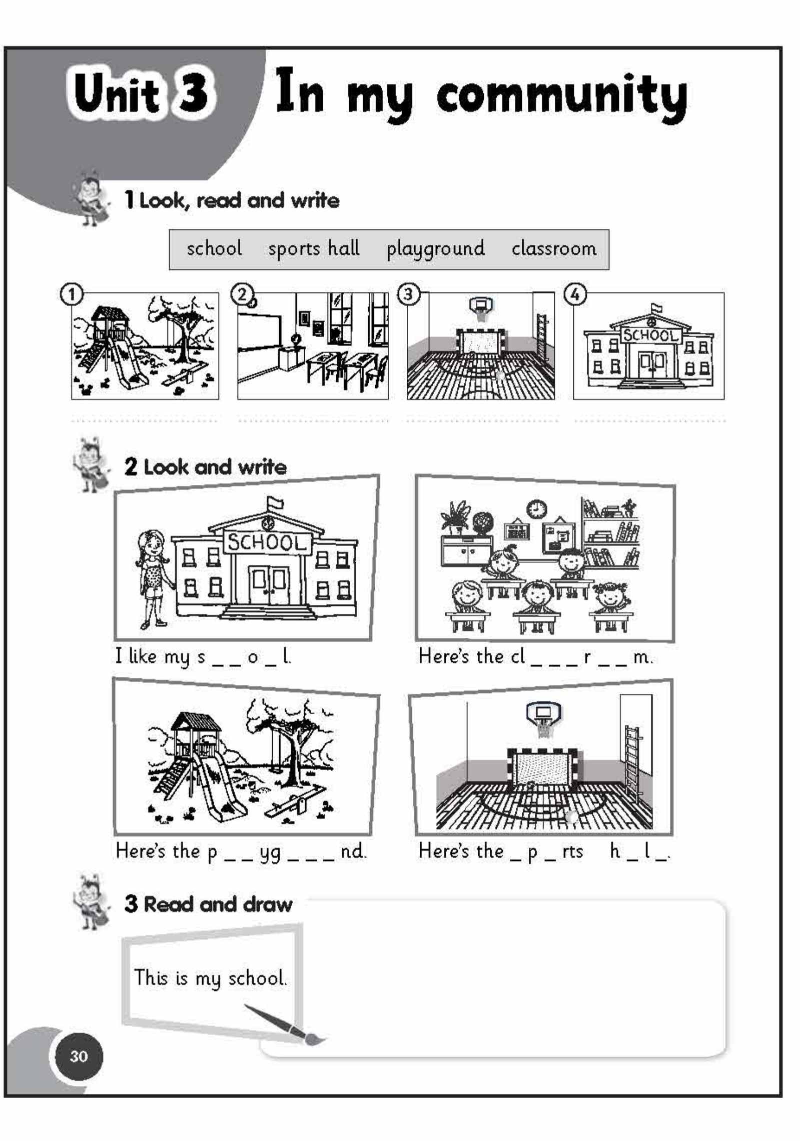
Answers:

school
classroom
playground
sports hall

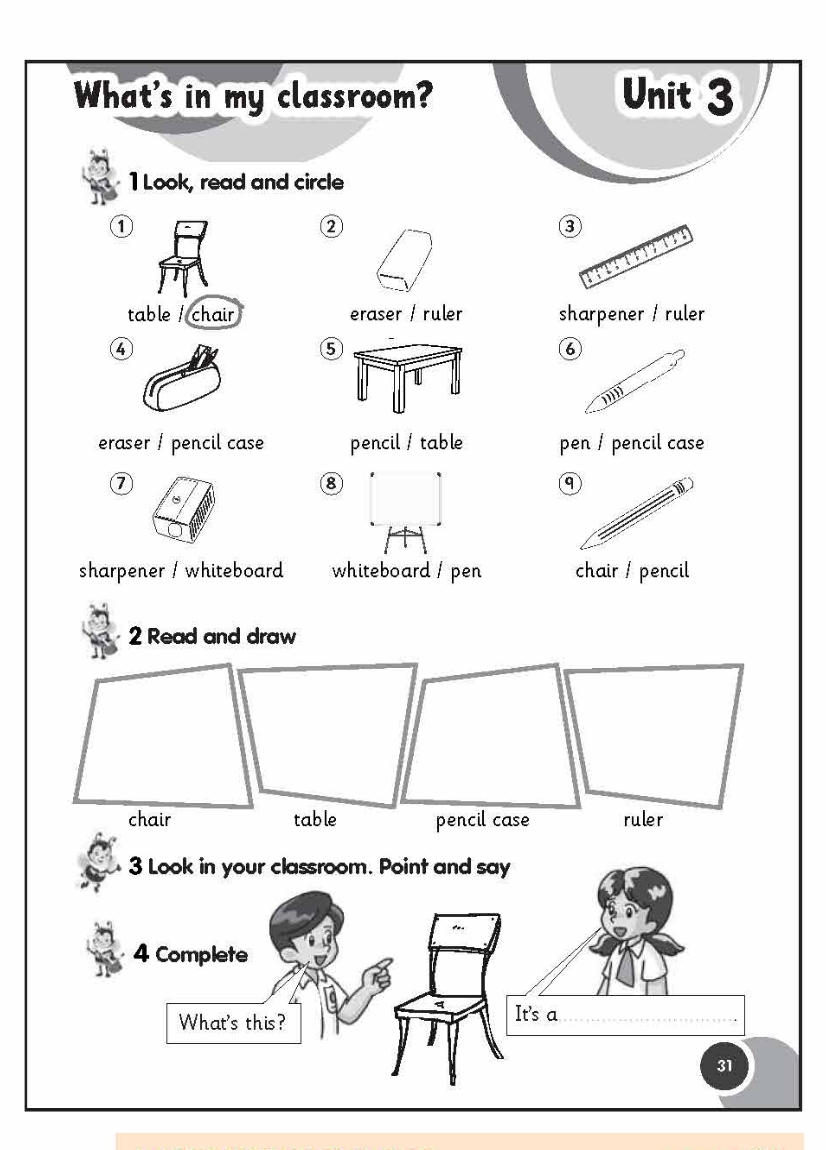
3 Read and draw

1 Show students the white space on the page and say they should draw their school.
2 Hand out colored pencils.
3 Help them decide if they draw their school from the outside or the inside.
4 Give students time to enjoy their work and comment on their pictures as you move around.

Students' own answers







ACTIVITY BOOK page 31

1 Look, read and circle

1 Help students to find page 31 in the Activity Book.
2 Exploit all the pictures and elicit the vocabulary.
3 Holding up your Activity Book and using a pencil, show students they should circle the correct item in each case.
4 Ask students to continue in pairs.
5 Circulate and check everyone's on task.
6 Check their answers as a class.

Answers:

2 eraser
3 ruler
4 pencil case
5 table
6 pen
7 sharpener
8 whiteboard
9 pencil

2 Read and draw

1 Read the labels and explain that students should draw the relevant items.
2 Circulate and check everyone's on task. Comment on their pictures.
3 Have students show each other their pictures to check answers.

3 Look in your classroom. Point and say

1 Ask students to work in pairs.
2 Say they should ask and answer questions about the different things in the classroom.
3 If time allows, students could then get up and mingle, asking and answering questions about the stationary in the classroom.

4 Complete

1 Point to Exercise 4.
2 Read the question with the students. Elicit what the correct response should be (It's a chair).
3 Ask students to complete the sentence by writing in the missing word.
4 Students can check answers in pairs.

Answers:

chair

Closing

- Play *Catch and say (1)* (Games bank, page 208) with the new vocabulary.
- Say *Good, you can now talk about all the things in the classroom.*
- Explain that in the next lesson, they will learn more about things to do in the classroom.

Unit 3

LESSON 2 SB page 32 AB page 32

Objectives:	To identify key classroom verbs To follow classroom rules To talk about your own classroom rules To trace key classroom verbs To use affirmative and negative imperative forms
Vocabulary:	*listen, look, read, write, sing, play, eat, drop litter*
Life skills:	Self-management: at my school
Language:	*Listen to your teacher; Don't eat in the classroom; Look at the board.* *I sometimes (go to a restaurant).*
Materials:	Student's Book page 32 Activity Book page 32 Class CD Stationary realia: pencil case, pen, pencil, eraser, ruler, sharpener Flash cards with listen, look, read, write, sing, play, eat

Opener

- Revise classroom vocabulary with *Memory* (Games bank, page 209).
- Play *Mime it* (Games bank, page 209) to revise some everyday actions, e.g. play football, go swimming, read a book. Then have students on their feet to mime what you say. This will help prepare students for the imperatives in the lesson.

Presentation

1 Present the new words with the flash cards.
2 Carefully say each word and have students repeat chorally and individually.
3 They will be fairly familiar with some of the words as they will have seen them in rubrics, but it's useful for them to have some formal presentation of them.
4 You could now do some Total Physical Response activities whereby students mime what you ask them to do, e.g. *Read your book, Listen to the CD, sing the song,* etc.
5 You also need to teach the meaning of *Don't,* so you could practice this with, e.g. *Look at me, Don't look at the door, Stand up, Don't sit down, Sit down,* etc.

STUDENT'S BOOK page 32



1 Look, listen and say

1 Help students to find page 32.



2 Ask students to listen to the CD and to read the labels.
3 Play the CD again. Students listen and repeat.
4 Check pronunciation chorally and individually.
5 To check meaning, mime a few of the verbs quickly for students to guess.

Audioscript

Listen, Look, Read, Write, Sleep, Sing, Play, Eat, Drop litter

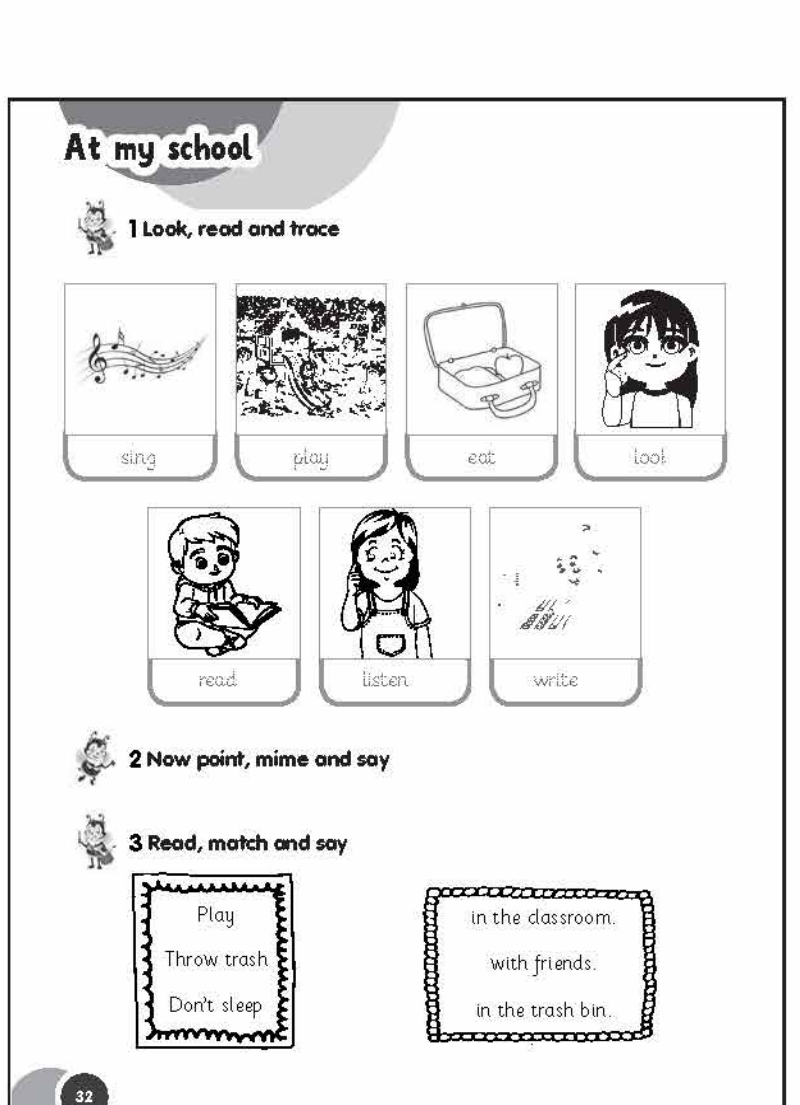
2 Mime and say with a friend

1 Ask students to look at pictures in Exercise 1.
2 Ask them to work in pairs. One student says one of the verbs and the other mimes it, then they swap around.

3 Read the school rules

1 Ask students to look at the list of school rules.
2 Read them for students to repeat.
3 There are some tricky elements in these sentences, e.g. the prepositions, but don't pay special attention to them at this stage (because this may complicate things) unless students specifically ask for clarification.





4 Point and say

1 You should explain that now the focus has come back to the students' own school and the rules here.
2 Help students to articulate in English what their rules are.
3 They might be things like *Don't shout!, Share your things, Don't run in the corridor, Raise your hand to speak.*
4 As a class, with you writing and students dictating, you could make a poster of your school or classroom rules.

ACTIVITY BOOK page 32

1 Look, read and trace

1 Help students to find Activity Book page 32.
2 Exploit the pictures and have students say the words. Check pronunciation.
3 Now, holding up your Activity Book and using a pencil, trace the letters to make the word in the first item.
4 Ask students to continue.
5 Circulate and check everyone's on task. You may need to give help with handwriting skills, such as holding a pencil.

2 Now point, mime and say

1 Students can now point to the words they've traced.
2 They can mime and say them.
3 They can work in pairs, then point at specific items for their partners to mime and say.

Extra practice

❑ Play *Teacher says (1)* (Games bank, page 211). Use this game to practice the vocabulary and language on this page in mime form. Give instructions for the students to carry out with you. Say: *Teacher says… sing a (song)* and mime singing a song. Students copy. Continue with other verbs on this page. Then say *Write your name* without saying *Teacher says*, and show students that you are not doing the action. students only do the action if you say *Teacher says.* Continue with the game but if you say an action without saying *Teacher says* then the students who do the action have to leave the game. Continue until there's one student left and they are declared the winner.

3 Read, match and say

1 Draw students' attention to the verbs.
2 Then, show them the second part of the sentences.
3 Show them they should connect the two parts of the sentences with their pencils.
4 Circulate and check everyone's on task. Offer help as necessary.
5 Check answers with the class.

Answers:

Play with friends.
Throw trash in the trash bin.
Don't sleep in the classroom.

Closing

- Give students some nouns for them to give you the verbs, e.g. *your lunch (eat); your name (write); song (sing); a game (play).*
- Explain that in the next lesson, they will talk more about things they do at school.

Unit 3

LESSON 3 SB page 33 AB page 33

Objectives:	To talk about things you do at school To read and complete sentences with the new vocabulary To point to and describe pictures with the new vocabulary
Vocabulary:	*look at, read, sing, school, classroom, play game, eat lunch*
Language:	*I like my school. This is my classroom, I listen to my teacher. We look at pictures. We play games in the playground.*
Materials:	Student's Book page 33 Activity Book page 33 Class CD A soft ball Colored pencils for drawing activities

Opener

- Play *Catch and say (1)* (Games bank, page 208) with things in the classroom.
- Review last-class activity of saying nouns to prompt key verbs, e.g. *word (write), bread (eat); radio (listen).*

STUDENT'S BOOK page 33

1 Look, listen and read

1 Help students to find page 33.
2 Ask students what they see in the pictures.
3 Help students understand all the elements in the sentences.
4 Play the CD. Students listen and read along.
5 Play the CD again. Students listen and repeat.
6 **NB:** They are now reading sentences rather than phrases, so they will need help with sentence stress, so when you pronounce the sentences give more volume to the key words, like the nouns and verbs and less to the less important words like the prepositions and personal pronouns. This will serve as an excellent model for your students. Point out that we don't pronounce the 't' in 'Listen'.

Audioscript

I like my school. This is my classroom. I listen to my teacher.
We look at pictures. We read.
We sing.
We play games in the playground.
I eat lunch with my friends.

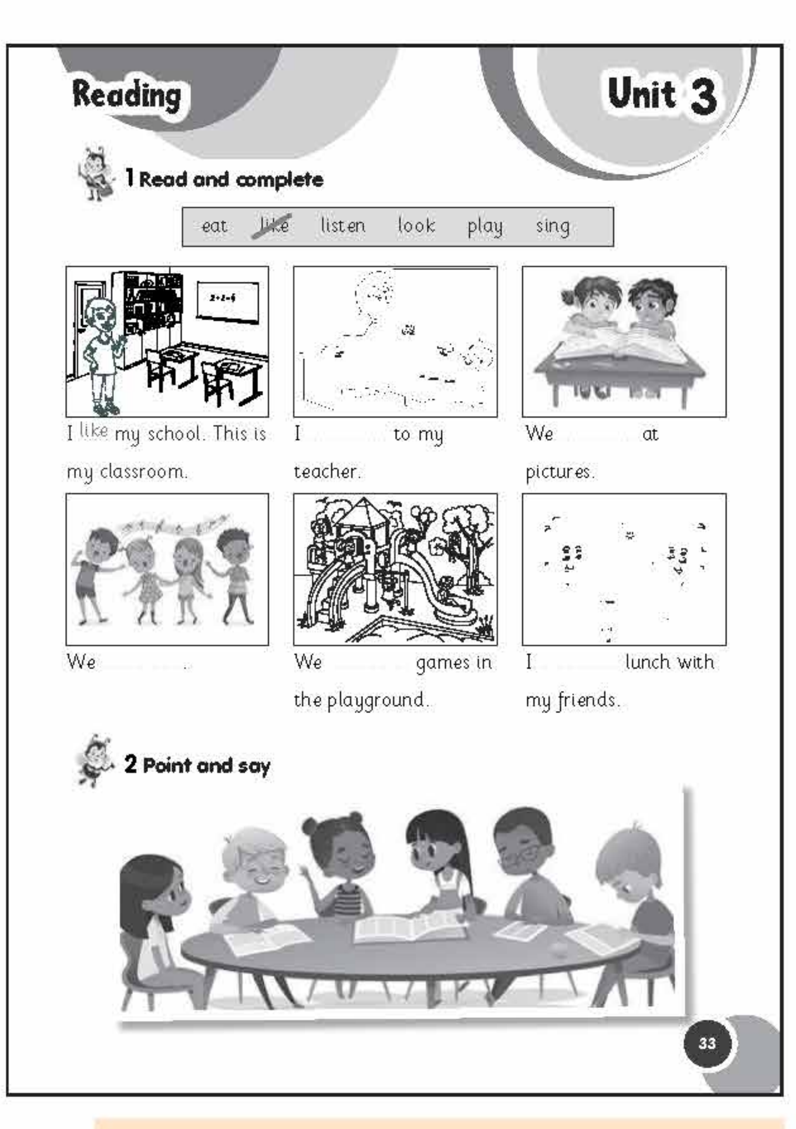


2 Read and draw. Point and say

1 Point to the white spaces in the exercise.
2 Say that students need to draw in the spaces.
3 They should read the sentences to decide what to draw.
4 Circulate and check everyone's on task. Praise students' pictures.
5 Put students into pairs to show each other what they drew.

Students' own answers







ACTIVITY BOOK page 33

1 Read and complete

1. Help students to find page 33 in the Activity Book.
2. Show students the pictures and ask them to say what they can see in each picture.
3. Clarify any difficult vocabulary.
4. Show students that the sentences are missing words and that they should complete their sentences with words from the box.
5. Draw their attention to the completed example in item 1.
6. Then, ask them to continue in pairs.
7. Circulate and check everyone's on task.
8. Check answers as a class.

Answers:

listen
look
sing
play
eat

2 Point and say

1. Ask students to work in pairs.
2. Say they should look at one Activity Book.
3. Ask them to point to a picture and cover the sentence with their Activity Book. Say their partner should say the sentence.
4. They should swap rounds and work with a new sentence.

Closing

- Ask students about their own day at school. What do they do?
- Praise students for their hard work.
- Say that in the next lesson, they are going to talk about their town.

Unit 3

LESSON 4 SB page 34 AB page 34

Objectives:	To identify places in your town To talk about places in your town To write the places in town
Vocabulary:	*school, park, market, bakery, butcher's, houses*
Materials:	Student's Book page 34 Activity Book page 34 Class CD Different pictures of children at school Flash cards with school, park, market, bakery, butcher's, houses Soft ball

Opener

- Play the game *Hello!* (Games bank, page 209).
- Use the different pictures of children at school to elicit sentences about what children are doing in the school. Try to elicit these: *I like my school. This is my classroom, I listen to my teacher. We look at pictures. We play games in the playground.*

Presentation

1 Present the new vocabulary with the flash cards.
2 Say each word and check pronunciation chorally and individually.
3 Stick the flash cards on the board, say the new word, then have students point to the flash card.
4 Next point to the flash card and students say the word.

STUDENT'S BOOK page 34

1 Listen, read and say

1 Help students to find page 34 in the Student's Book.
2 Exploit the picture and elicit as much vocabulary as possible from the students.
3 Have students read out the words.
4 Then play the CD for students to listen and repeat.
5 Play the items again, one by one, and have students repeat.

Audioscript

school, park, market, bakery, butcher's, house

2 Look, find and write the words

1 Show students the wordsearch and help them to find a word or two within it. Indicate they should take their pencils to draw a circle around the words, as they identify them, to make them clear.

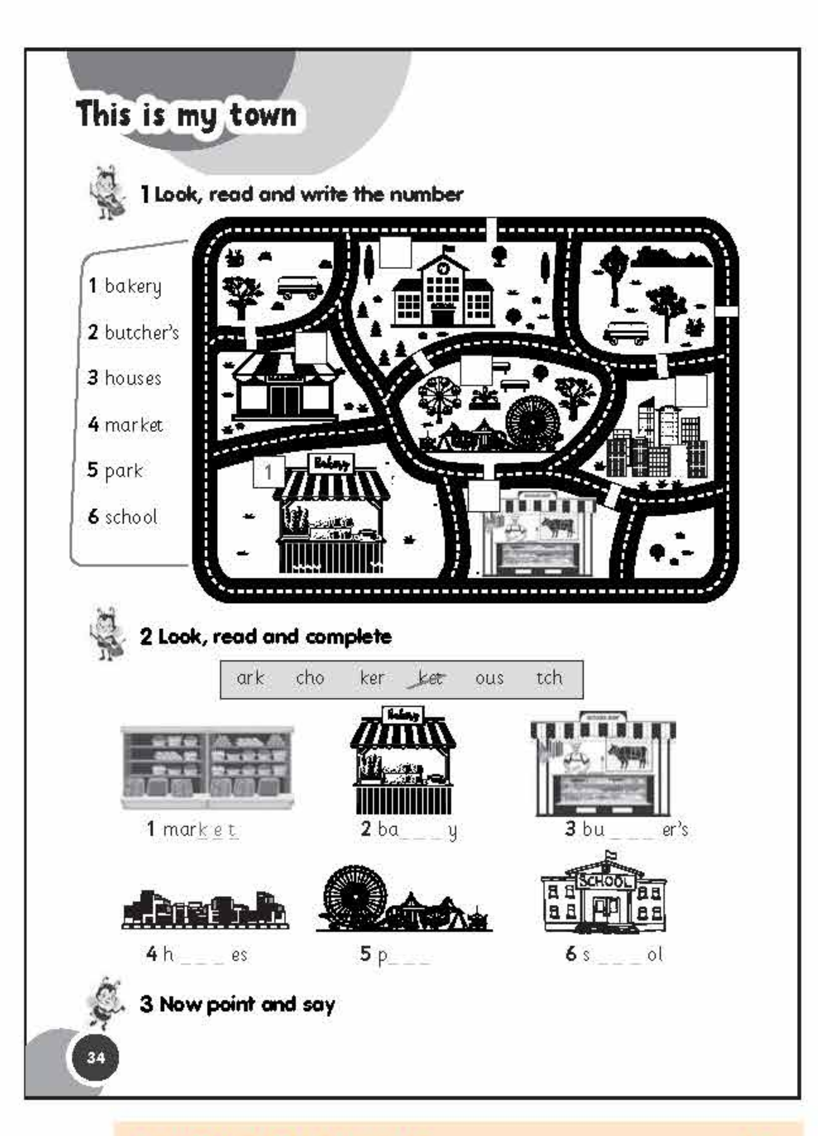


2 Circulate and check everyone's on task. Some students may need help holding their pencil to do the task.
3 Have students read out the words.
4 Ask them to go to the pictures and write the words under the pictures.
5 Circulate and check everyone's on task.
6 Check answers as a class. Once again, take the opportunity to have students repeat the words and check their pronunciation.

Answers:

2 butcher's
3 market
4 house
5 park
6 school




This is my town

1 Look, read and write the number

1 bakery
2 butcher's
3 houses
4 market
5 park
6 school

2 Look, read and complete

ark cho ker ~~ket~~ ous tch

1 market
2 ba _ _ _ y
3 bu _ _ _ er's
4 h _ _ _ es
5 p _ _ _
6 s _ _ _ ol

3 Now point and say

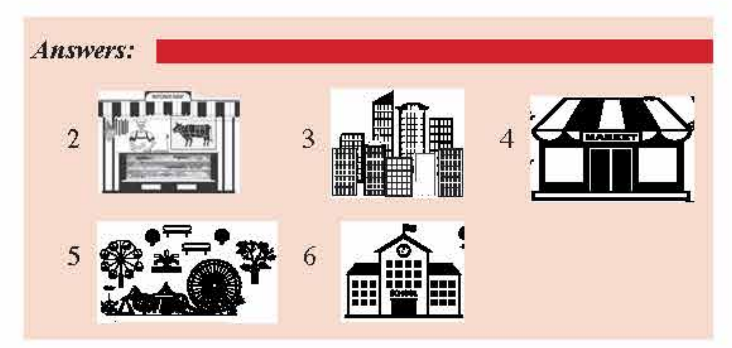
34

ACTIVITY BOOK page 34

1 Look, read and write the number

1. Help students to find page 34.
2. Look at the picture in Exercise 1 with them.
3. Elicit as much vocabulary as you can.
4. Show them number 1 next to the bakery and say they need to continue for the other places.
5. Circulate and check everyone has understood correctly.
6. Check the answers as a class.

Answers:



2 Look, read and complete

1. Look at Exercise 2 with students and show how the three letters, in each case, represent bits missing from the words.
2. Show them 'market' as an example.
3. Explain they should continue completing the words in pairs.
4. Circulate and check everyone's on task.
5. Check everyone's answers. Praise all good work.

Answers:

2 ba**ker**y
3 bu**tch**er's
4 h**ous**es
5 p**ark**
6 s**cho**ol

3 Now point and say

1. Have students working in small groups.
2. Show students that they should now point to all the pictures on the page and say the word.
3. They can then test each other by pointing to the words for the others to say.
4. Circulate and check everyone's pronunciation. Give help as necessary.

Closing

- Play *Catch and say (1)* (Games bank, page 208) with all the new words from the class today.
- Tell students that they have done really well and they can now talk about their town.
- Explain that in the next lesson, they will talk about what they do in their town.



LESSON 5 SB page 35 AB page 35

Objectives:	To talk about what you do at different places in your town To write sentences with the new vocabulary
Vocabulary:	*fruit, meat, bread*
Language:	*We buy … at the … .* *I play at the park with my friends.*
Materials:	Student's Book page 35 Activity Book page 35 Class CD Flash cards: school, park, market, bakery, butcher's, houses, fruit, meat, bread Coloring pencils

Opener

- Play *What's missing?* (Games bank, page 211) with the flash cards from last class. Stick them up on the board, practice pronunciation, then ask students to turn around and face the back of the class. Take out one picture and re-jig the others. Students have to guess which flash card is missing. Continue doing this for a few turns until the pace starts to drop.

Presentation

1 Show the flash cards for the three new words: *fruit, bread* and *meat.*
2 Practice the pronunciation chorally and individually.
3 Now put up the new words on the board to the right of the others (the town words from last class).
4 With your pen, draw lines between the words (i.e. flash cards), then make sentences like *We buy fruit at the market, We buy meat at the butcher's, We buy bread at the bakery,* and *I play at the park with my friends.*
5 This is the first time that students have produced complete sentences so they may need some time to internalize the information.
6 Point to the two related cards and have students come up with the sentences.

STUDENT'S BOOK page 35

1 Listen and read. Match

1 Help students to find page 35.
2 Exploit the pictures in Exercise 1 and elicit as many words from students as possible.
3 See if they can come up with the sentences they were able to produce at the flash card stage.



4 Play the CD for students to listen and repeat. Ask them to match the pictures to the correct sentences.
5 Have them repeat again.

Audioscript

We buy fruit at the market.
We buy meat at the butcher's.
We buy bread at the bakery.

Answers:

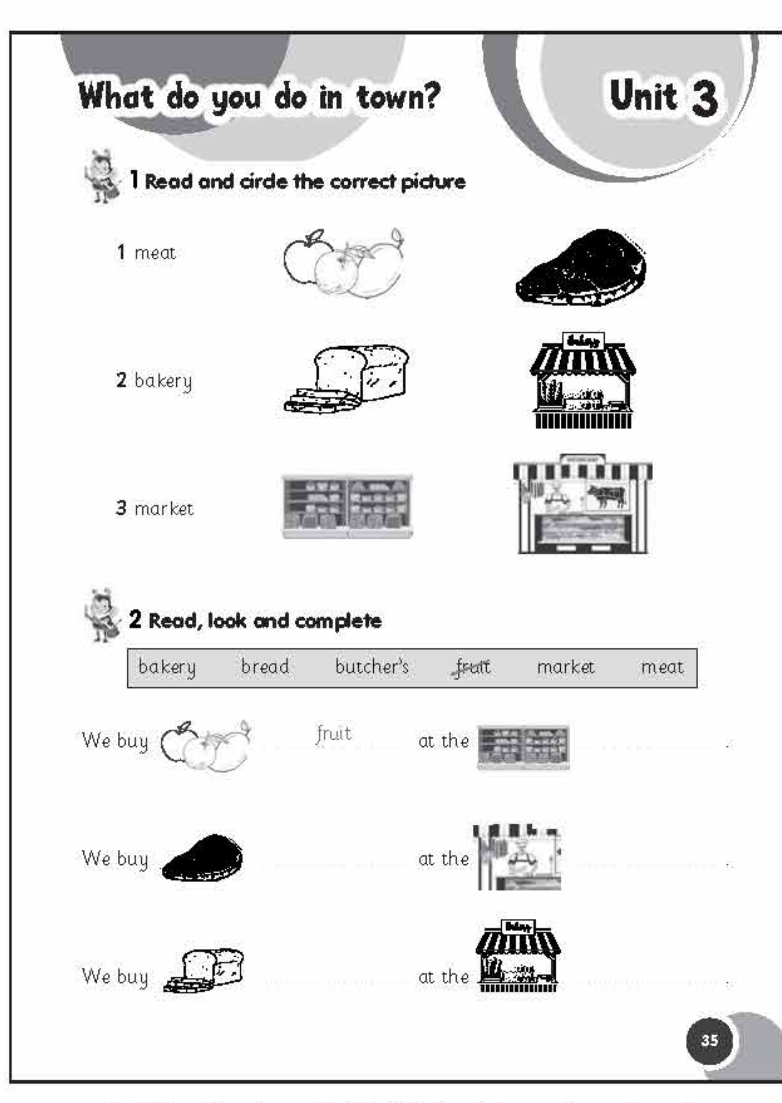
We buy fruit at the market.

We buy meat at the butcher's.
We buy bread at the bakery.

2 Color. Read and circle

1 Draw students' attention to the child playing in the park with friends.
2 Say students should color the picture. Ensure they have coloring pencils.
3 Circulate and check everyone's on task. Comment on their coloring.




What do you do in town? Unit 3

1 Read and circle the correct picture

1 meat

2 bakery

3 market

2 Read, look and complete

bakery bread butcher's ~~fruit~~ market meat

We buy fruit at the .

We buy at the .

We buy at the .

35

4 When they have finished their pictures, show them the sentence and say they should circle the words to match with the picture.
5 Help them to circle the correct words.
6 Check answers with the class.



Answers:

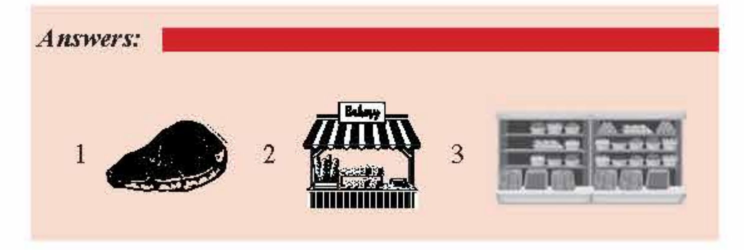
play, park

ACTIVITY BOOK page 35

1 Read and circle the correct picture

1 Help students to find page 35 in the Activity Book.
2 Review all the vocabulary items through having students describe the pictures.
3 Do the first item with them as an example. Show them how to circle the correct option. Note that this is the first time they're doing this activity type so make sure it's very clear to them.
4 Students then work in pairs.
5 Circulate and help as necessary.
6 Check answers as a class.

Answers:



2 Read, look and complete

1 Explain the task. Students should read the sentences but should use the picture clues to understand which word they should write in the gap.
2 Write up the first sentence on the board, then have two different students come up to complete the sentence, one for each word.
3 Check both words are correct.
4 Put students in pairs, then have them complete the other sentences.
5 Circulate and check they're on task.
6 Check the answers with the whole class.

Answers:

fruit, market
meat, butcher's
bread, bakery

Closing

- Remind students how well they have done. They have talked about their town and what they can buy in different shops.
- Say *Next we will talk about what we do at the park.*

Unit 3

LESSON 6 SB page 36 AB page 36

Objectives:	To talk about different activities at the park To interview each other about what you like at the park To identify words in a word snake To complete sentences with the new words
Vocabulary:	*swings, slide, roundabout, climbing frame*
Language:	*We play on the slide.* *We like the park.*
Materials:	Student's Book page 36 Activity Book page 36 Class CD Flash cards: park, swings, slide, roundabout, climbing frame Multiple copies of the flash cards above Copies of the grid in the Extra practice if you have time to prepare before class

Opener

- Play *Word whispers* (Games bank, page 211) with sentences from the last lesson, e.g. *We buy meat from the butcher's.*

Presentation

1 Use the flash cards to present the new park words.
2 Say each word clearly and have the students repeat chorally and individually.
3 Then give each student a flash card and, once again, say the word clearly to them.
4 All students now mingle and 'teach' the pronunciation of their word to the others.
5 Watch students and only intervene if the pronunciation of words is being taught wrongly.
6 Ask students to sit down with their flash cards.
7 Play *Stand up if* … (Games bank, page 210) so students stand up if you say the word on the flash card they're holding, then sit down.

STUDENT'S BOOK page 36

1 Listen and read

1 Help students to find page 36. Ask them what they can see in the pictures and elicit/revise *park* and *swings.*
2 Ask who they can see in the pictures and they should say *Hana* and *Hany.*
3 Play the CD as many times as students need.
4 Have them repeat, chorally and individually. Check their pronunciation.



Audioscript

Hana:	*We play at the park.*
Hany:	*We play on the swings. Then we play on the slide.*
Hana:	*We like the park.*

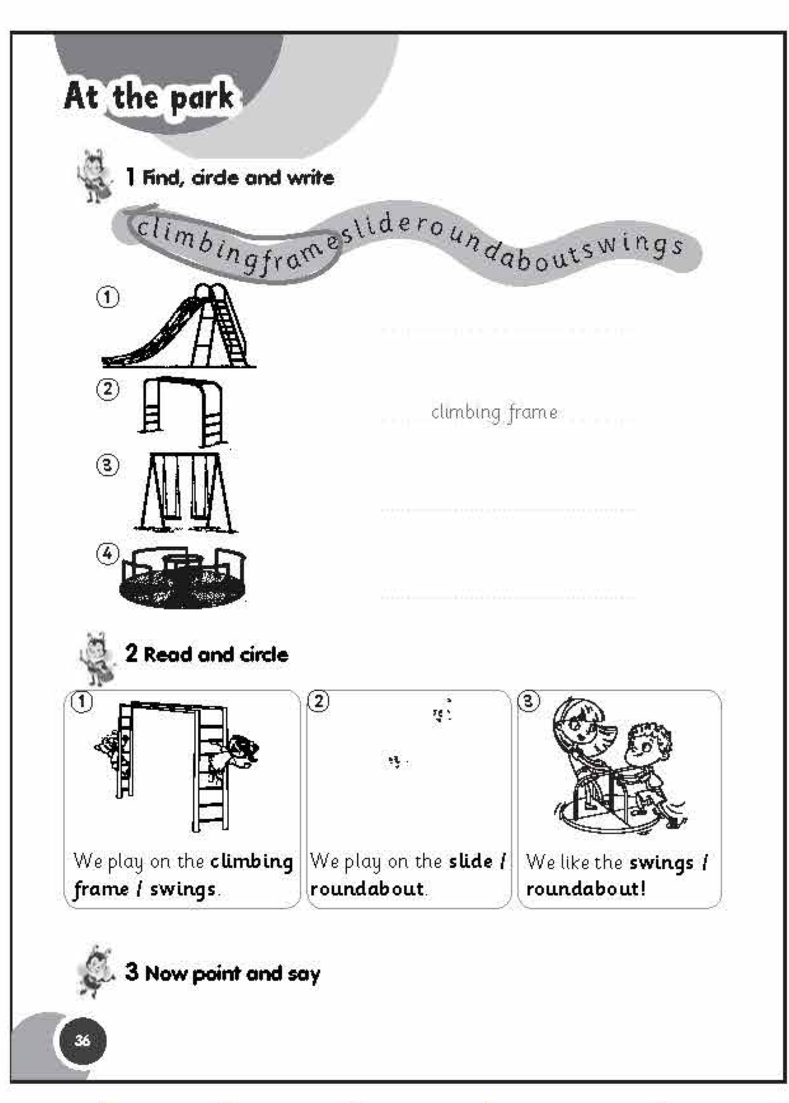
2 Point and say

1 Ask students to say what they can see in the pictures. Elicit/revise *swings, slide, roundabout* and *climbing frame.*
2 Point to each picture and have students say the words.
3 Then ask them to work in pairs to point and say the other words.

Extra practice

❑ Ask students to think which they like best: swings, slide, roundabout or climbing frame.
❑ Write up a simple grid on the board or have one prepared for each student before class.
❑ Students should mingle and ask 1) for their classmate's name and add it in the space, then 2) what they like to play on. They should do this by asking: *Do you like …?* Then adding a check or cross according to their answer.




At the park

1 Find, circle and write

climbingframeslideroundaboutswings

1

2 climbing frame

3

4

2 Read and circle

1 We play on the **climbing frame / swings**.

2 We play on the **slide / roundabout**.

3 We like the **swings / roundabout!**

3 Now point and say

36

Name	Swings	Slide	Roundabout	Climbing frame

- ❑ Encourage students to ask five other people and write their answers.
- ❑ Have them sit down and ask who likes each play thing.

3 Read again. Check (✓) what Hana and Hany play on

1. Ask students to go back to Exercise 1 and see what Hana and Hany play on.
2. Give students time to read, then check the answer (*the swings*).
3. Then ask students *What do you play on?* to tie in with the survey they've just carried out. You could also ask them about each other, e.g. *What does (Ahmed) play on? What does (Fatima) play on?* They should know as they've asked them in the survey.

Answers:

1 swing　　2 slide

ACTIVITY BOOK page 36

1 Find, circle and write

1. Help students to find page 36 in the Activity Book.
2. Draw students' attention to the wordsnake.
3. Show them the example in place. Then show them how they should continue, circling the other words in the snake.
4. Circulate and check everyone's understood what to do. Help with circling of items, if necessary.
5. Show students they should write the correct words on the line.
6. Ask them to work in pairs and give them some time.
7. Then circulate and check they're on task.
8. Check their answers as a class.

Answers:

1 slide　　3 swings　　4 roundabout

2 Read and circle

1. Show students the pictures in Exercise 2 and elicit the vocabulary.
2. Students should then circle the correct words.
3. Circulate and check everyone's clear what to do. Give help if necessary.
4. Check their answers as a class.

Answers:

1 climbing frame　　2 slide　　3 roundabout

3 Now point and say

1. Point to some of the pictures on the page and have students say them.
2. Ask students to work in small groups to continue.

Closing

- Get students on their feet and have a game of *Catch and say (2)* (Games bank, page 208) with all the words from recent lessons. Remind students of their playground vocabulary, their town vocabulary and all their classroom vocabulary.
- Tell students that in the next class they will talk further about what they do at the park.

Unit 3

LESSON 7 SB page 37 AB page 37

Objectives:	To talk about what you do at the park To listen to and describe park activities To complete with words about park activities To use the present simple in the first person affirmative
Vocabulary:	*bike, jump rope, ball, ride, park, swings, slide, roundabout, climbing frame, throw*
Language:	*What do you do at the park?* *I ride my bike. I play with my jump rope. I throw my ball.*
Materials:	Student's Book page 37 Activity Book page 37 Class CD Multiple copies of flash cards from last class: park, swings, slide, roundabout, climbing frame Flash cards with ride my bike, play with my jump rope, throw my ball

Opener

- Play *Hello!* (Games bank, page 209) to welcome everyone to class.
- Give out a copy of one of the flash cards from last class to each student. Play *Stand up if …* (Games bank, page 210) with the words.
- Play *Word whispers* (Games bank, page 211) with last class's words.

Presentation

1. Introduce the new language through mime and the flash cards.
2. Have students repeat the phrases and practice chorally and individually.
3. Say the verbs, e.g. *ride* and have students give the rest of the phrase, i.e. *my bike*.
4. Say the nouns, e.g. *my ball* and have students give you the verbs, i.e. *throw*.
5. Repeat as necessary.

STUDENT'S BOOK page 37

1 Read and number

1. Help students to find page 37.
2. Have students look at the pictures in Exercise 1 and exploit all the pictures, eliciting key vocabulary.
3. Read the sentences with students and check understanding.
4. Take your pencil and Student's Book and show them how they should write the numbers in the relevant boxes – do item 1 as an example.



5. Have students continue in pairs.
6. Circulate and check everyone's on task. Help if necessary.
7. Check answers as a class.

Answers:



2 Listen and read

1. Look at Amira's question with students.
2. Then talk about what the children are doing.
3. Have students repeat the sentences after you.
4. Play the CD and have them repeat the sentences again, chorally and individually.

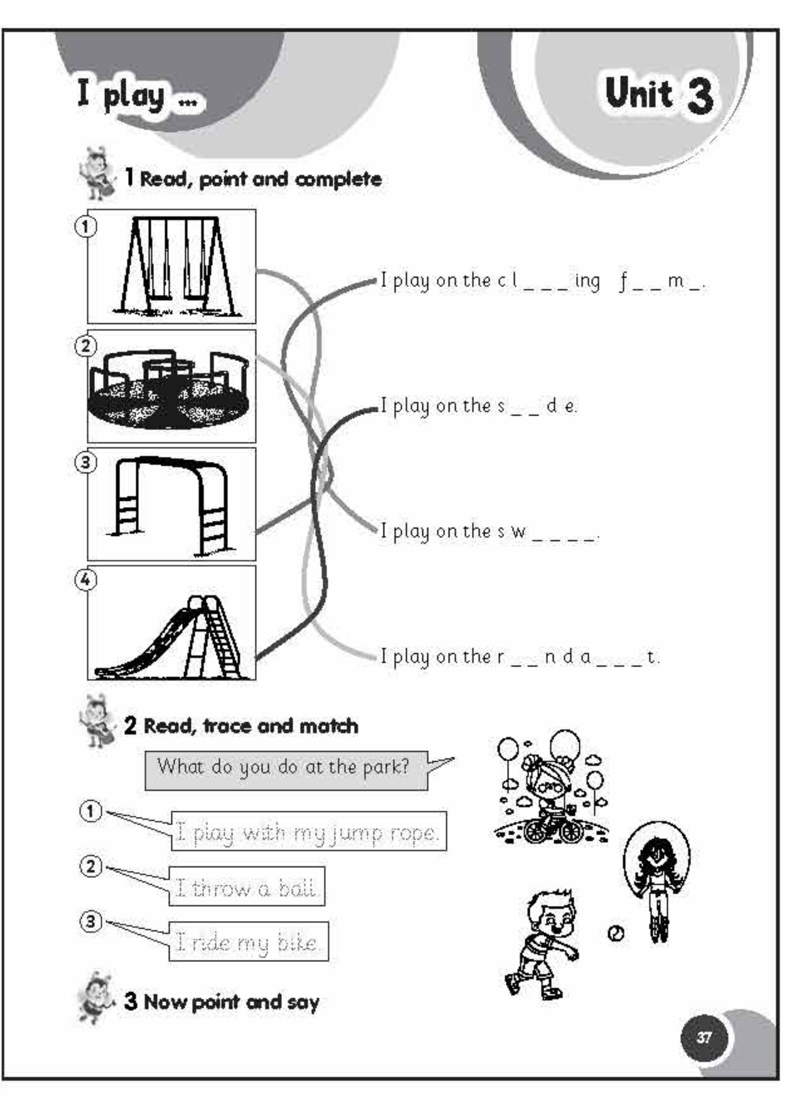
Audioscript

Boy: *I ride my bike.*
Boy: *I play with my jump rope.*
Girl: *I throw a ball.*

3 Now ask and answer

1. Refer students back to the question *What do you do at the park?* in Exercise 2.
2. Make sure you say it naturally and fluently for students to repeat, i.e. */'wɜtdðu:'du:ətðə'pa:k/*. Have them looking at




I play ...

Unit 3

1 Read, point and complete

1 2 3 4

I play on the c l _ _ _ ing f _ _ m _.

I play on the s _ _ d e.

I play on the s w _ _ _ _.

I play on the r _ _ n d a _ _ _ t.

2 Read, trace and match

What do you do at the park?

1 I play with my jump rope.

2 I throw a ball.

3 I ride my bike.

3 Now point and say

37

you and repeating your pronunciation – if they look at the words on the page they will become distracted.

3 Practice the answers again and have students respond to the question as you ask it.
4 Put them in small groups and have them ask and answer.
5 Now, back in plenary, ask them again, as a genuine question. Some of them may have different answers to the ones in the book, e.g. *I play football, I play tennis, I swim in the swimming pool*. Help them say these in English.
6 To provide further practice, you could now ask students to get up and mingle, asking and answering the question.

ACTIVITY BOOK page 37

1 Read, point and complete

1 Help students to find page 37 in the Activity Book.
2 Exploit the pictures and elicit the vocabulary in Exercise 1. Check any pronunciation difficulties.
3 Show students the complete words in the box and have them read them out loud.
4 Show them how to follow the lines to the incomplete words.
5 Do item 1 as an example.
6 Show them that the first word is incomplete – write it on the board and have students complete it with you.
7 You may like to ask a student to come to the board to write in the letters.
8 Ask students to work in pairs and continue.
9 Circulate and check everyone's on task.
10 Check the answers as a class. You could do this by writing the other incomplete words on the board and asking students to come to the board to write in the missing letters.

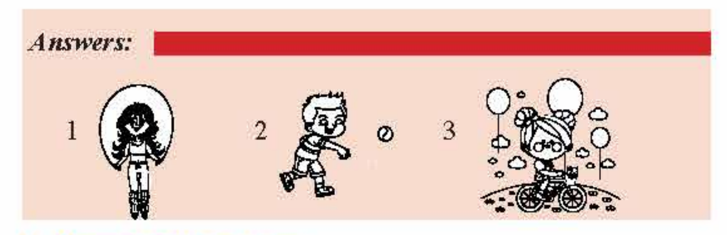
Answers:

1 swings 2 roundabout 3 climbing frame 4 slide

2 Read, trace and match

1 Ask *What do you do at the park?* again to the students and elicit a few genuine answers.
2 Point to the pictures and elicit the sentences from students.
3 Take your Activity Book and your pencil, show students how they should match the sentences with the artwork.
4 Then ask them to trace the sentences and then read these sentences out loud.
5 Ask them to continue and check everyone's understood.
6 Check the answers as a class.

Answers:



3 Now point and say

1 Point to some of the pictures and elicit the sentences from students.
2 To energize the class, students could get up and mingle, holding their Activity Books and pointing to the pictures for their classmates to say the words/sentences. **NB** This works well because it means that students work with new people and not just the people they always sit with. It also gets them on their feet and has them moving around, so will provide new energy for the activity.
3 Ask students to sit down.

Extra practice

❑ Stick all the flash cards (including multiples of) around the room or put them on desks near the front.
❑ Say you will say one of the words or phrases from the lesson; if the students can see the relevant flash card they should put up their hands.
❑ You choose one of the students to go and take the flash card, then check it's correct with everyone. That student now becomes the speaker, and they say a word/phrase from the lesson and other students should put up their hands, one is chosen, takes the flash card, shows it and has it checked by the class. That student becomes the new 'speaker' and so the game continues.

Closing

- Say *Now you can talk about what you do at the park.*
- Praise students for all their hard work.
- Explain that in the next lesson, they will learn about a new phonics sound.



LESSON 8 SB page 38 AB page 38

Objectives:	To recognize and produce the letter sound /əʊ/ To find words with the /əʊ/ sound To write words with the letters *o-e*, *ow* and *oa*
Vocabulary:	*throw, boat, rope, coat, yellow, nose*
Materials:	Student's Book page 38 Activity Book page 38 Phonics cards: o_e/rope, nose; oa/boat, coat; ow/ throw, yellow Class CD Coloring pencils

Opener

- Play *Mime it* (Games bank, page 209) with the words from last class. You mime actions for students to say phrases/ words, e.g. *ride a bike/climbing frame,* etc.
- Once you've revised all the vocabulary, have students stand up and mime the vocabulary as you say it. If time allows, you could ask them to continue in small groups.

Presentation

1 Draw a picture of a boat on the board and ask *What is it?* Elicit *boat.*
2 Write the word on the board and circle the letters *oa.*
3 Point at the letters and say /əʊ/. Students repeat the sound /əʊ/ with you.
4 Draw a rope on the board and present *rope*. Write the word on the board and circle the letters *oe.* Point at the letters and say /əʊ/. Students repeat the sound /əʊ/ with you.
5 Mime 'throw' and write *throw*. Write the word on the board and circle the letters *ow.* Point at the letters and say /əʊ/. Students repeat the sound /əʊ/ with you.
6 Use the Phonics cards to practice the sounds and words further. Play *Point to the picture* (Games bank, page 210) until students are confident with the new vocabulary.

STUDENT'S BOOK page 38

1 Listen, point and say

1 Help students to find page 38.
2 Point to the pictures and elicit the vocabulary.
3 Say *Listen* and play the CD, encouraging students to repeat the word and sound and point to the correct picture.
4 Play the CD several times so students can mirror and practice the correct pronunciation.



Audioscript

/əʊ/, /əʊ/	*/əʊ /, /əʊ/*	*/əʊ /, /əʊ/*
throw	*boat*	*rope*

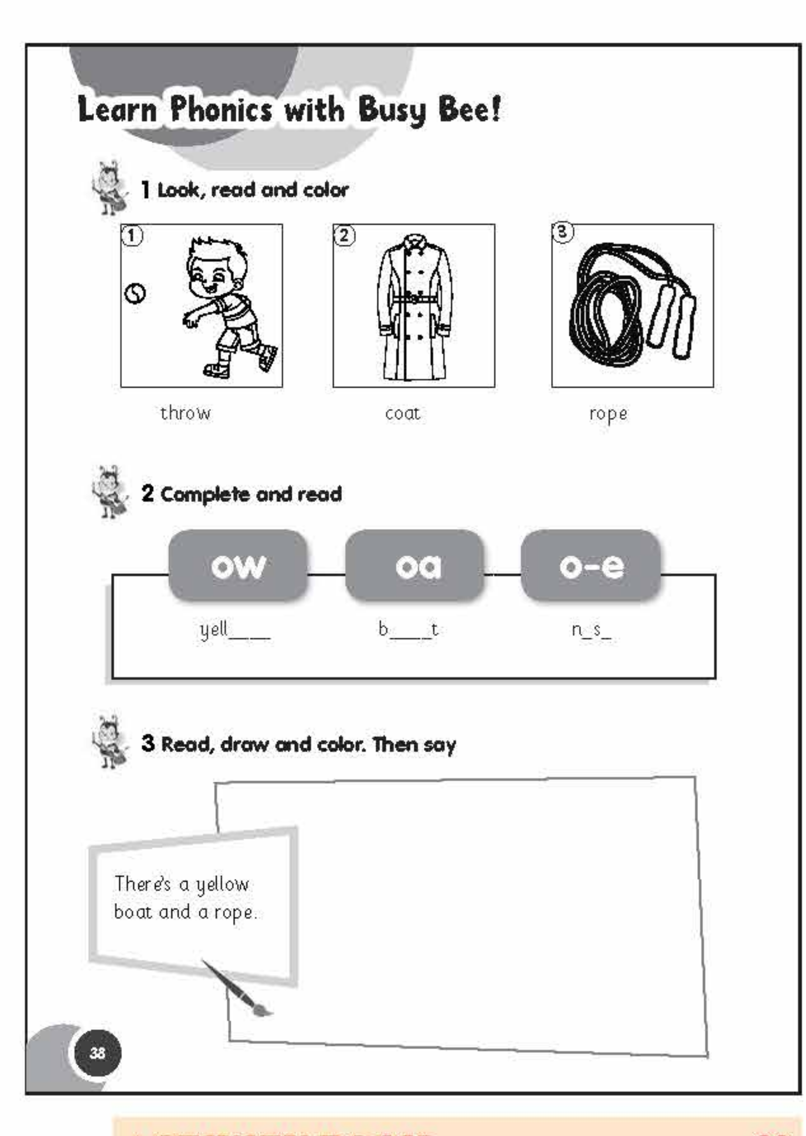
2 Underline oa, ow and o-e. Say the words

1 Look at the pictures with the class and present/identify the items in the pictures. Say *What's this?* and present *coat, yellow* and *nose*. Say the words together with the class.
2 Point to the coat. Say the word *coat*. Say /əʊ/ *coat*. Point to the letters oa and show the students how to underline them. Do the same with *yellow*. Ask the students to underline *ow*. Then repeat with *nose*. Ask the students to underline *o* and *e*.
3 Ask students to check answers with their partner.

3 Trace and say

1 Ask students to say what they can see in the pictures and to read the words in the box. Make sure they pronounce the /əʊ/ sounds correctly.
2 Explain that you want them to trace the words to complete the sentences. Elicit the answer for the first sentence to check they understand.
3 Students can work in pairs to complete the task.
4 Check their answers.
5 Have them read the sentences again to check their pronunciation one last time.





ACTIVITY BOOK page 38

1 Look, read and color

1 Help students to find page 38 in the Activity Book.
2 Have them read the words again and color the pictures.
3 Check their answers as a class. Check their pronunciation of the /əʊ/ sound.



Students' own answers

2 Complete and read

1 Students complete the words with the letters from above.
2 Check their answers. Ask them to read the words and check their pronunciation.



Answers:

yellow
boat
nose

3 Read, draw and color. Then say

1 Show students the sentence and read it with them.
2 Show them the white space and say it's for them to draw in.
3 Some of them may find it difficult to draw a boat so put a simple example on the board for them to copy, if necessary. Make sure they add a rope.
4 Circulate and check everyone's on task.
5 Check their answers. Ask them to read the words and check their pronunciation.

Students' own answers

Closing

- Ask students if they can think of any other words with this sound, e.g. road, arrow, stone, window, rainbow. Write their ideas on the board.
- Say *Now you know how to say and write words with the /əʊ/ sound.*
- Explain that in the next lesson, they will learn about team games.

Unit 3

LESSON 9 SB page 39 AB page 39

Objectives:	To learn how to work well in a team To learn how to be considerate towards others To identify key actions for working well in a team To use the present simple tense to ask about team games
Values:	Cooperation: team games
Vocabulary:	*play football, play in the park, listen to our coach, shake hands*
Language:	*We listen to our coach.* *I play football with my friends.* *We share the ball.*
Materials:	Student's Book page 39 Activity Book page 39 A soft ball Extra pictures to illustrate 'listen to our coach', 'share the ball', 'shake hands', etc.

Opener

- Play *Catch and say (1)* (Games bank, page 208) to revise park vocabulary.
- Review the /əʊ/ sound from last class with the key words, e.g. *rope, coat, nose,* etc.
- Explain that in today's lesson, they are going to look at working in teams.

Presentation

1 Begin with *Noughts and crosses* (Games bank, page 210). Have all the vocabulary from the unit stuck around the board as flash cards, and use these for the game.
2 After the game has concluded, talk a little in students' first language about being a good team member, students will hopefully mention: listen to everyone, let everyone have a turn, help your team members if they need it, don't dominate, if you're playing a ball game 'share the ball', etc.
3 Use your extra pictures to elicit and practice *listen to our coach, share the ball and shake hands.* Parts of these phrases are already familiar to students so they should understand quite quickly.
4 As ever, practice pronunciation chorally and individually.

STUDENT'S BOOK page 39

1 Listen and read

1 Help students to find page 39.



2 Exploit the pictures and have students say what's happening.
3 Say the sentences and have students repeat, chorally and individually.
4 Play the CD for students to repeat again.
5 When students have looked at the pictures and repeated the phrases, have a little discussion, in their L1, about why these behaviors are so positive.

Audioscript

I play football with my friends. We play in the park.
We listen to our coach.
We share the ball.
We shake hands.

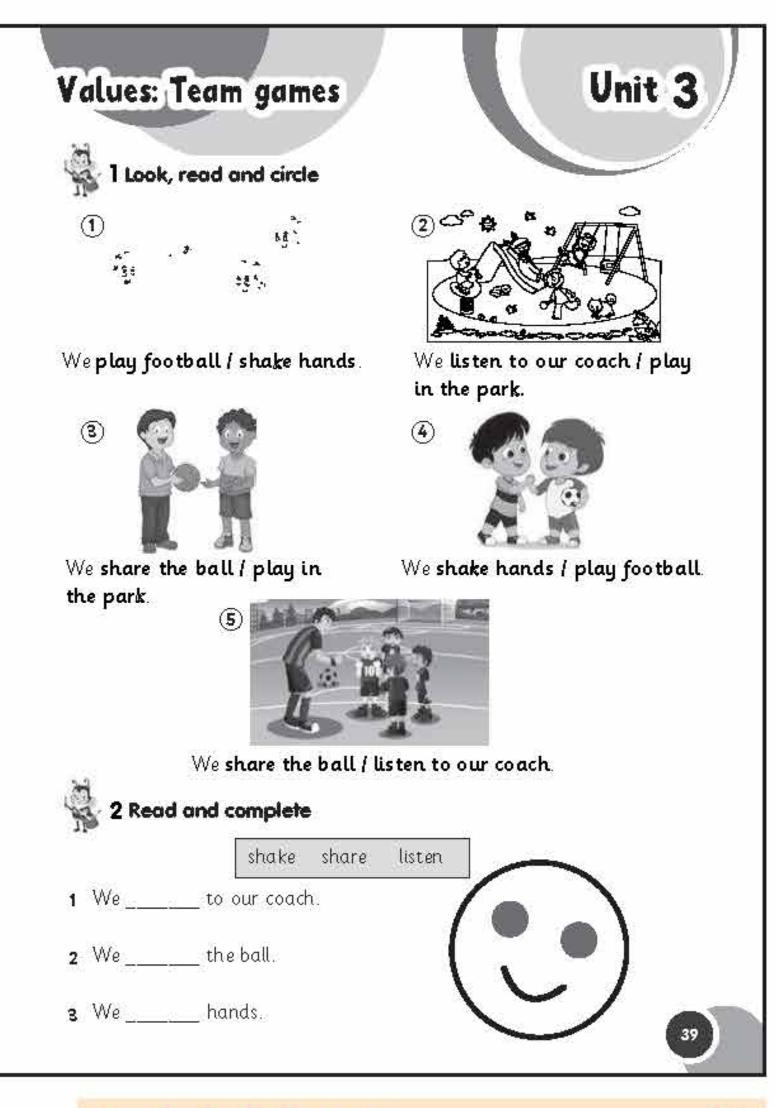
2 Look and draw ☺ or ☹

1 Ask students to look at the small pictures. What do they think they show?
2 Exploit and discuss whether each picture shows good or bad behavior.
3 Have students draw in the correct face.
4 Circulate and check everyone's on task. Help as necessary.
5 Check answers as a class.
6 Take time, once more, to discuss which are positive and which are negative behaviors.

Answers:







ACTIVITY BOOK page 39

1 Look, read and circle

1. Help students to find page 39 in the Activity Book.
2. Exploit the pictures and elicit the vocabulary.
3. Then, holding up your Activity Book and using a pencil, demonstrate that students should circle the correct words to show the answers.
4. Ask them to continue in pairs.
5. Circulate and check everyone has understood. Give help as necessary.
6. Check answers as a class.

Answers:

1 play football
2 play in the park
3 share the ball
4 shake hands
5 listen to our coach

2 Read and complete

1. Show students the words in the box and have them say the words aloud.
2. Then show them the sentences below, which are incomplete.
3. Do the first item with them as an example, then ask them to continue, working in pairs.
4. Circulate and check everyone's on task.
5. Check their answers as a class.

Answers:

1 listen
2 share
3 shake

Closing

- Praise their work. Tell them they will now make excellent team members.
- Say *Next we will learn about making charts in math.*



LESSON 10 SB page 40 AB page 40

Objectives:	To understand and interpret a pictograph To describe a pictograph
CLIL:	Math: pictographs
Vocabulary:	*park, play on the swings, throw a ball, play jump rope, picture chart*
Language:	*What do you like to do at the park?* *How many children like to … ?* *It shows what children like to do …*
Materials:	Student's Book page 40 Activity Book page 40 Flash cards: swings, jump rope, play, throw a ball, ride a bike Copy of the grid for the Extra practice activity

Opener

- Play *Word whispers* (Games bank, page 211) with sentences from the last lesson.
- Play a version of *Teacher says (2)* (Games bank, page 211). Give a team builder sentence. Students say *yes* if it is true or *no* if it is not true, e.g. *Shake hands. (Yes) Don't listen to the coach. (No) Share the ball. (Yes)*, etc.

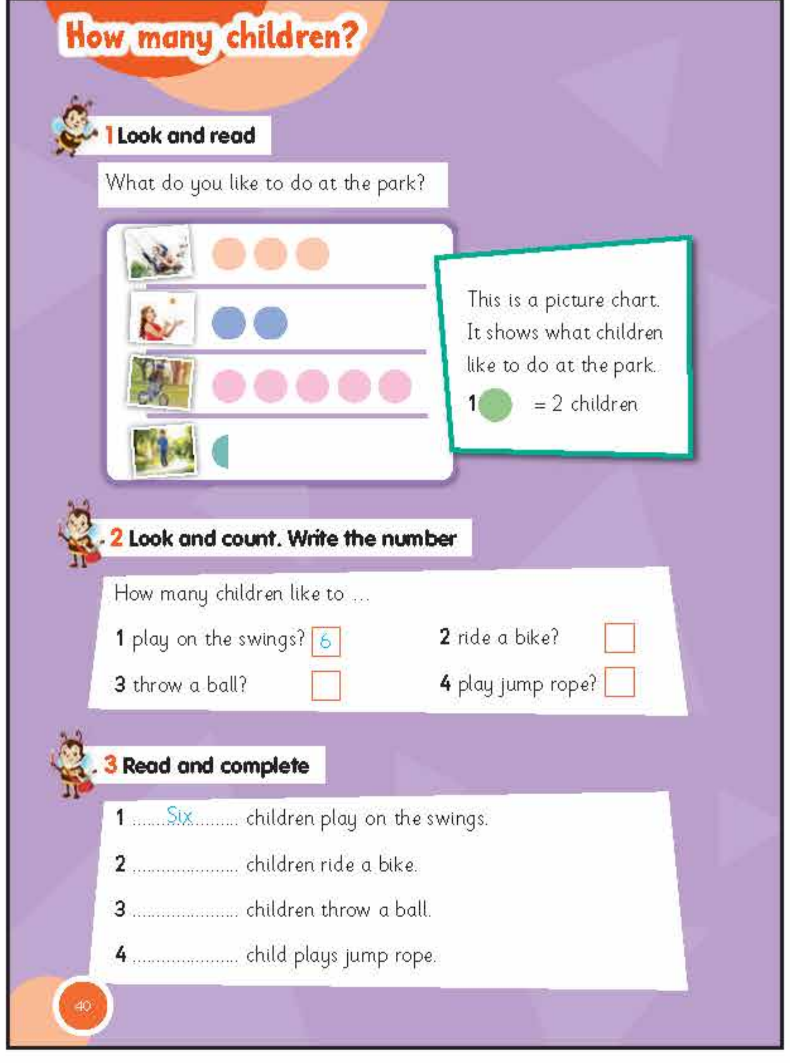
Presentation

1 Use the flash cards to review language from previous classes.
2 Stick the five flash cards at different points around the room.
3 Say that when you say the phrase that the flash card represents, students have to move to that flash card. The last two people to get to the flash card are out of the game and have to sit down.
4 Continue until there are one or two students left in the game and they're declared the winners.
5 Once everyone is sitting down ask again *What do you like to do at the park?* and elicit some answers, as per previous class.

STUDENT'S BOOK page 40

1 Look and read

1 Help students to find page 40.
2 Look at the picture chart with them.
3 Elicit what the different symbols mean (swings, throwing a ball, bike, jumping a rope).
4 Check students' understanding of the sentences and the circles.



2 Look and count. Write the number

1 Students should now interpret the picture chart in Exercise 1 further.
2 Show them that one circle means 'two children' so ask them to calculate the number of children who like doing each activity.
3 Do item 1 with them as an example (6 children).
4 Ask them to continue in pairs.
5 Circulate and check everyone's on task. Give help if necessary.
6 Check answers as a class.

Answers:

2-10 3-4 4-1

3 Read and complete

1 Explain that the sentences in Exercise 3 also relate to the chart at the top of the page.
2 Read the first example sentence and make sure students understand that the answer *six* comes from the table (3 circles each representing 2 children).
3 Encourage students to complete the rest of the sentences in pairs.
4 Monitor as they work and help as necessary.
5 Check answers as a class.

CLIL: Math

Pictographs



1 Read, then complete the picture chart by drawing circles

1 ● = 2 children

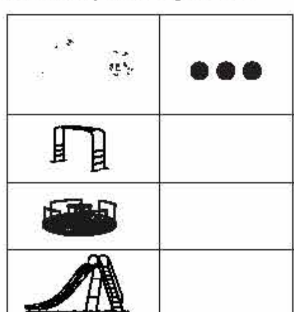
How many children like to ...

play football? ⑥

play on the climbing frame? ④

play on the slide? ⑧

play on the roundabout? ⑤





2 Look at the picture chart. Read and answer

1 ● = 2 children

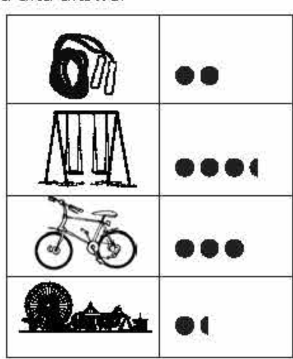
How many children like to ...

play jump rope? ....

play on the swings? ....

ride a bike? ....

play in the park? ....





40

Answers:

2 ten 3 four 4 one

ACTIVITY BOOK page 40

1 Read, then complete the picture chart by drawing circles

1 Help students to find page 40 in the Activity Book.
2 Exploit the language and elicit the number for each activity from students.
3 Ask them how many children are represented by each circle and draw attention to the example.
4 Ask them to work in pairs and continue the picture chart by drawing circles.
5 Circulate and offer help as necessary.
6 Circulate and check everyone's on task. Help if necessary.
7 Check students' answers at the end.

Answers:

Play on the climbing frame - ●●

Play on the slide - ●●●●

Play on the roundabout - ●●◖

2 Look at the picture chart. Read and answer

1 This time students will look and interpret the picture chart.
2 Exploit the language and elicit the number for each activity from students.
3 Do this as a class.
4 Now have students working in pairs and practicing asking and answering the questions.

Answers:

Play jump rope – 4

Play on the swings – 7

Ride a bike – 6

Play in the park – 3

Closing

- Say *Now you can make a picture chart and you can talk about picture charts.*
- Say *Next we will talk about different lessons around the world.*



LESSON 11 SB page 41 AB page 41

Objectives:	To talk about different lessons around the world To talk about lessons inside and outside school To talk about how children learn around the world
Vocabulary:	*have lessons, on boats, forest school, Australia, the UK, Bangladesh, outside, at home, near a school*
Language:	*Some children have lessons outside …* *These children don't live near a school.* *We have lessons on a boat.*
Materials:	Student's Book page 41 Activity Book page 41 Class CD A globe or map of the world

Opener

- Play *Hello!* (Games bank, page 209).

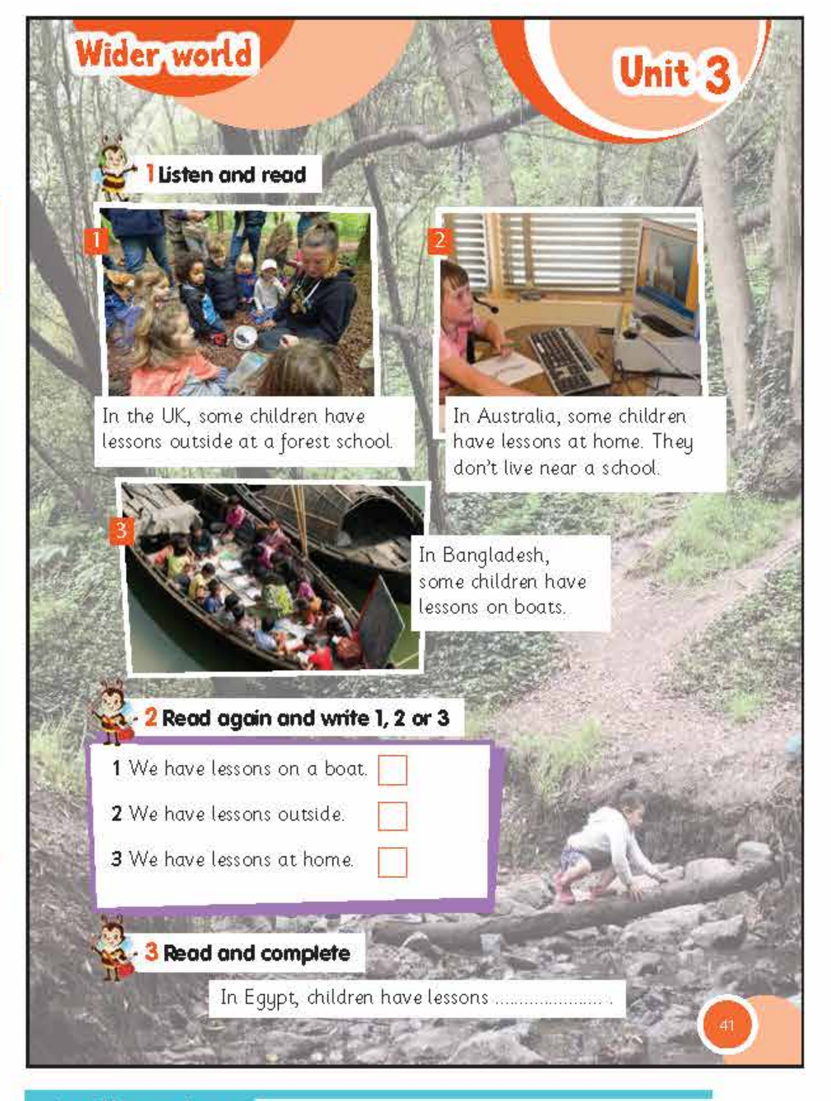
Presentation

1. Invite students to come up to the front of the class. Show them a globe or a map of the world. Ask them to find the following countries on the globe or map: the UK, Australia and Bangladesh.
2. Elicit any information they may know about those countries, e.g. climate, what the people look like.
3. Present *have lessons*. Say that you have lessons inside, i.e. in the classroom, but some children have lessons outside.
4. Explain that some children don't have a school near them, so they have lessons at home.

STUDENT'S BOOK page 41

1 Listen and read

1. Help students to find page 41.
2. Exploit the photos and have children talk about what they can see.
3. Read the sentences for students to repeat.
4. Say *Listen* and play the CD, encouraging students to listen and read.
5. Students listen and repeat.
6. Students read the text without the CD.



Audioscript

In the UK, some children have lessons outside at a forest school.
In Australia, some children have lessons at home. They don't live near a school.
In Bangladesh, some children have lessons on boats.

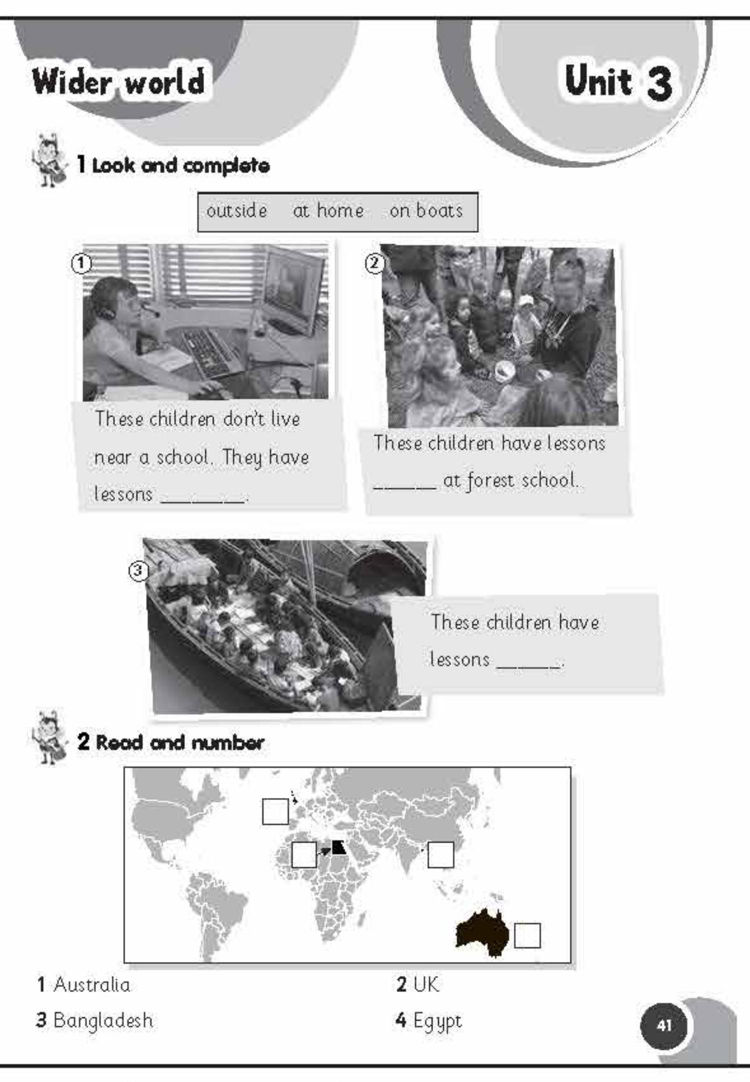
2 Read again and write 1, 2 or 3

1. Students read the sentences with you.
2. Elicit which children in Exercise 1 are speaking in each case.
3. Do the first one as an example and have them continue in pairs.
4. Check their answers as a class.

Answers:

1 – 3 2 – 1 3 – 2





3 Read and complete

1. Point to the photos in Exercise 1 again and elicit the countries and where the students study.
2. Read the gapped sentence in Exercise 3 and ask students for their suggestions about how to complete the sentence. Accept all reasonable answers.
3. Encourage students to write their answers.
4. Monitor as they work and help as necessary. You will need to give plenty of support with spelling.

Students' own answers

ACTIVITY BOOK page 41

1 Look and complete

1. Help students to find page 41 in the Activity Book.
2. Ask students to say what they can see in the photos, which they should remember from the Student's Book. Ask questions like *Do they live near a school?, Do they have lessons inside or outside?, What is forest school?*
3. Ask students to look at the incomplete sentences and the words in the box. Show them that they should copy one of the words in the box into each sentence below.
4. Ask them to work in pairs and circulate to check everyone's on task.
5. Check their answers as a class.

Answers:

1 at home
2 outside
3 on boats

2 Read and number

1. Ask students to look at the map. Point out that 4 countries are highlighted. Do they know any of these countries?
2. Read the names of the countries under the map with the class and explain that they should identify each country on the world map and write the numbers.
3. Ask them to work in pairs. Circulate and check everyone is on task.
4. Check their answers as a class.

Answers:



Closing

- Say *Now you can talk about different lessons around the world.*
- Explain that they will make activity cubes in their next class.

Unit 3

LESSON 12 SB page 42 AB page 42

Objectives:	To make activity cubes To use materials to do craftwork To complete a crossword
CLIL:	Art
Vocabulary:	*All stationary, school, town and park vocabulary: school, classroom, playground, sports hall, whiteboard, table, chair, pencil case, pen, pencil, eraser, ruler, sharpener; school, park, market, bakery, butcher's, houses; park, swings, slide, roundabout, climbing frame; throw the ball, ride your bike*
Materials:	Student's Book page 42 Activity Book page 42 Two cube templates for each student Glue sticks Colored pens Scissors Flash cards for all the vocabulary above

Opener

- Ask students if they can remember any of the rules for when they visit a library. Put their ideas on the board.
- Play a version of *Sorting* (Games bank, page 210). Write on the board: '*Classroom*', '*Town*' and '*Park*'. Say you will randomly say words from these categories and as you do, students should point to the relevant parts of the board.
- To make this more challenging, you could show the flash cards to elicit the language before students point to the relevant part of the board.

STUDENT'S BOOK page 42

1 Color, cut and stick

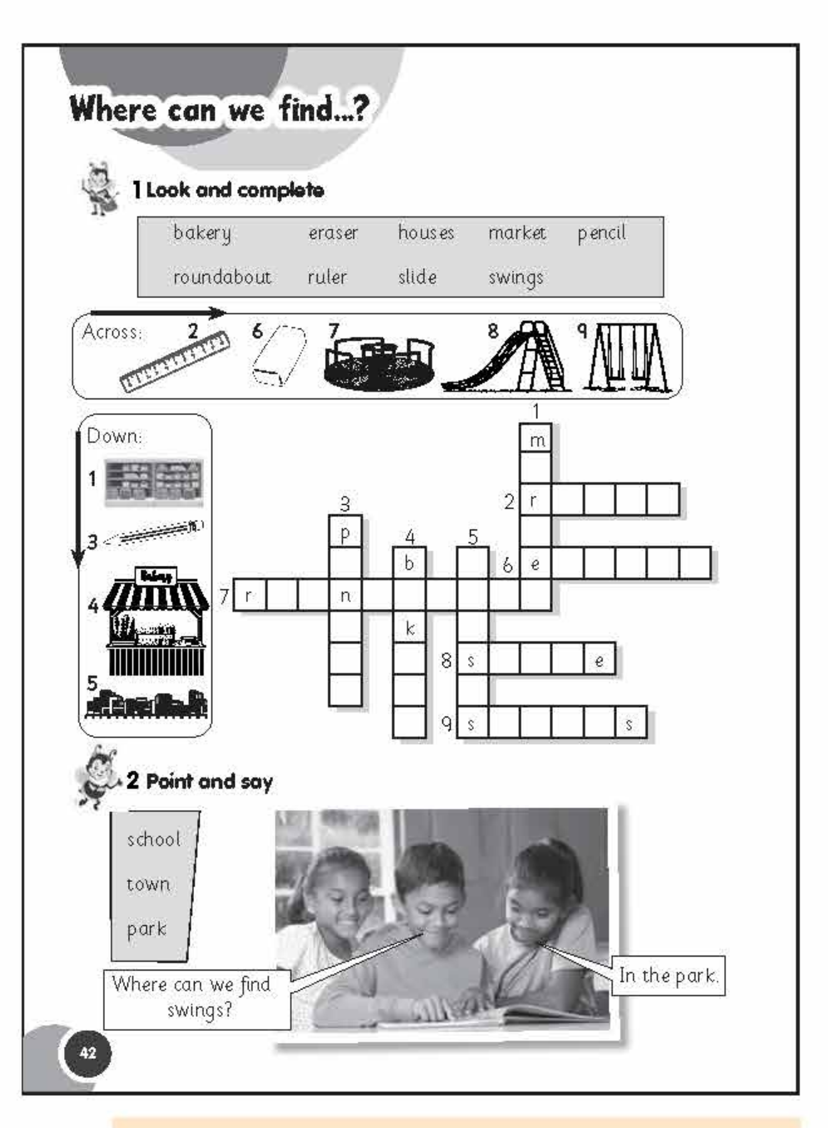
1 Help students to find page 42. Explain the task. Work through the photos showing the different stages of the project and check students understand all steps.
2 Give out materials and ask students to begin.
3 Go around and offer help and support as students work through each step.
4 Help students as necessary.
5 Each student should have two cubes, ready to play the game.



2 Play. Throw and say

1 Have students play the game in small groups or pairs.
2 Each group should have a 'secretary' who should write down everyone's names and annotates their marks.
3 The game now begins. Students should throw the two cubes and if they work together, e.g. 'market stall' and 'town', then the student gets a point; if they don't work together, e.g. a 'slide' and 'school', then the student doesn't get a point.




Where can we find...?

1 Look and complete

bakery eraser houses market pencil
roundabout ruler slide swings

Across: 2 6 7 8 9

Down: 1 3 4 5

2 Point and say

school
town
park

Where can we find swings?

In the park.

42

ACTIVITY BOOK page 42

1 Look and complete

1. Help students find page 42 in the Activity Book.
2. Look at the incomplete crossword with students and elicit from them what is happening.
3. Have them elicit all the words from the pictures.
4. Show, with your pencil, how the crossword should be completed, with one letter in each box.
5. Ask students to continue, inserting letters to make words. They can work in pairs to help each other.
6. Circulate and check everyone's on task. Offer help as necessary.
7. Copy the unfinished crossword onto the board.
8. Then, invite students to come up, one by one, to complete the words.

Answers:

Across:	2 ruler	**Down:**	1 market
	6 eraser		3 pencil
	7 roundabout		4 bakery
	8 slide		5 houses
	9 swings		

2 Point and say

1. Students point to the pictures in Exercise 1 and elicit the word, then ask 'school, town, park?' in Exercise 2 to elicit from their partner which category the word falls into.
2. They then swap around and look at another word.

Closing

- Say *Now you can make activity cubes and play a game with them.*
- Explain that in the next lesson, they are going to review what they have learned in this unit.

Unit 3

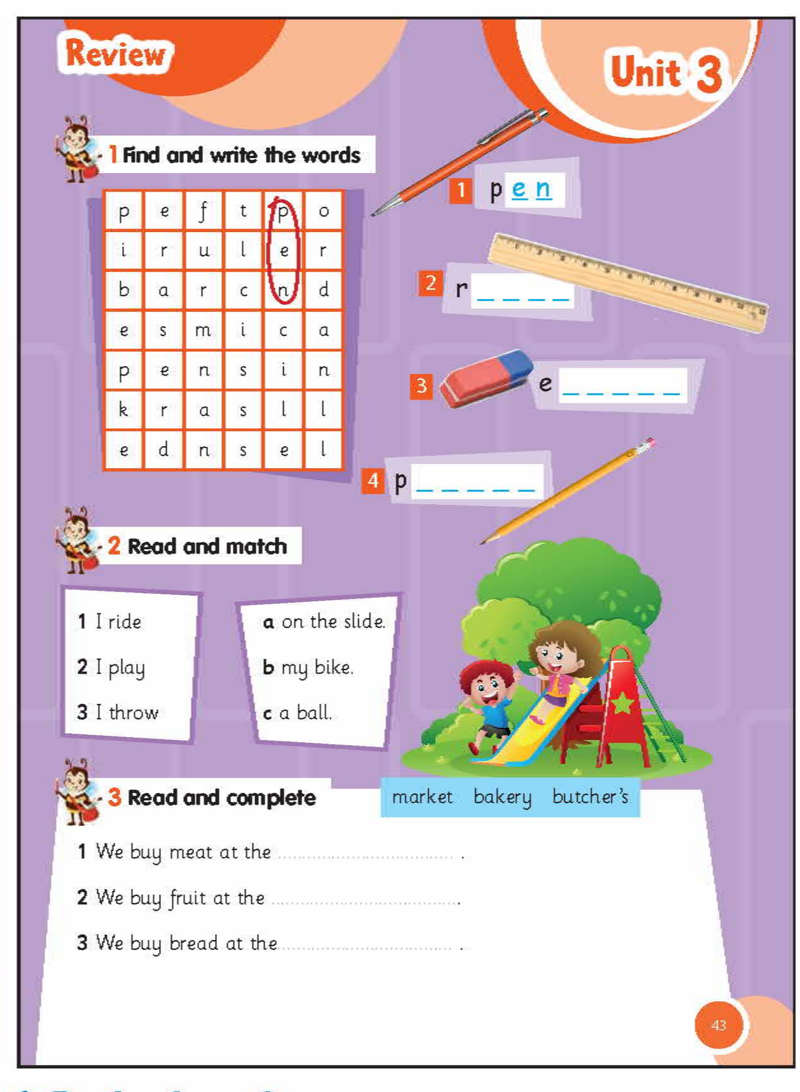
LESSON 13 SB page 43 AB page 43

Objectives:	To review the language from Unit 3 To do a wordsearch To match two halves of a sentence
Language:	*We buy meat at the butcher's.* *I ride my bike.* *I throw my ball.* *I play on the slide.*
Materials:	Student's Book page 43 Activity Book page 43 Activity cubes from the last lesson Soft ball Flash cards for the words in Exercise 1, Activity Book

Opener

- Ask students to show their activity cubes from last lesson and play a few more games with them, this time with different students.

STUDENT'S BOOK page 43



1 Find and write the words

1. Help students to find page 43.
2. Draw their attention to the pictures and elicit the words.
3. Show them the wordsearch, and, with a pencil, show them how they should circle the words as they identify them in the wordsearch.
4. Explain that once they've found the words in the wordsearch they should insert them next to the pictures above.
5. Circulate and check everyone's on task.
6. Check their answers as a class. Praise good work.

Answers:

2 ruler
3 eraser
4 pencil

2 Read and match

1. Show students that they need to match the words to make sentences.
2. Show how they should do this by holding up your Activity Book and using your pencil.
3. Check their answers as a class.

Answers:

1–b 2–a 3–c

3 Read and complete

1. Draw students' attention to the word box and have students read the words.
2. Check pronunciation and meaning.
3. Then, indicate the incomplete sentences and say they should complete them with the words in the word box.
4. Circulate and check everyone's understood what do.
5. Check their answers as a class.

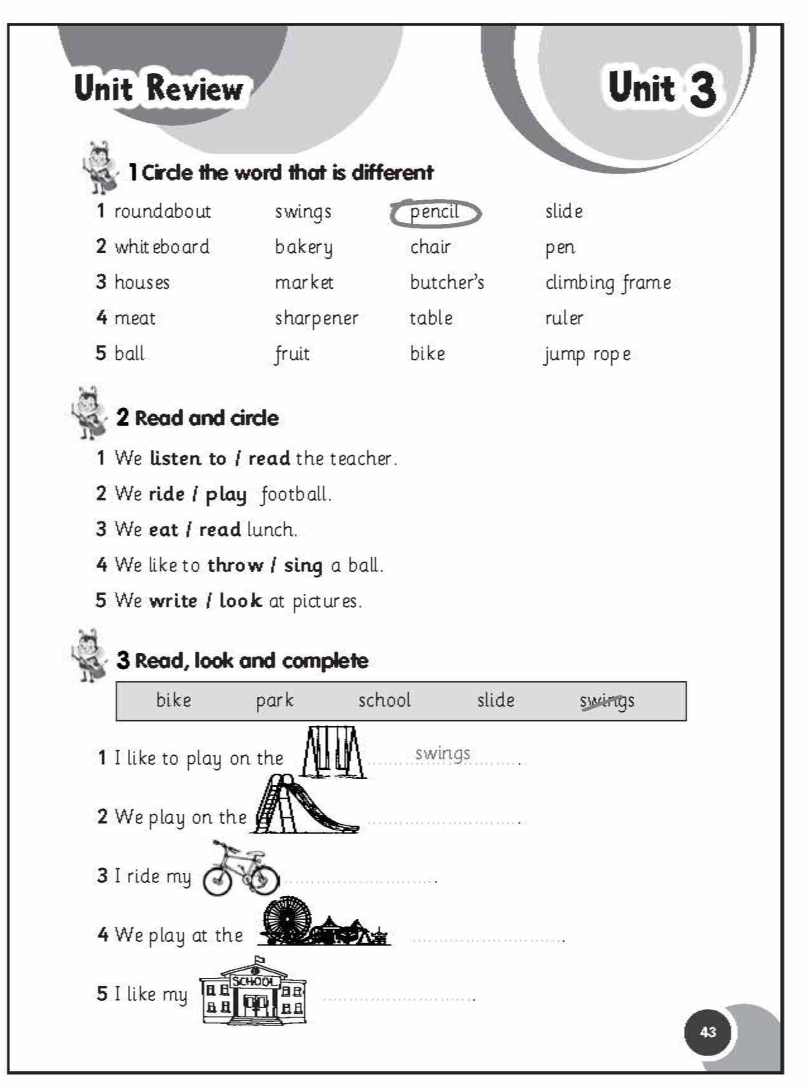
Answers:

1 butcher's
2 market
3 bakery

Extra practice

- Get students up in a circle and use the soft ball to play *Catch and say (2)* (Games bank, page 208) with all the vocabulary from the unit.





Unit Review

Unit 3

1 Circle the word that is different

1 roundabout	swings	pencil	slide
2 whiteboard	bakery	chair	pen
3 houses	market	butcher's	climbing frame
4 meat	sharpener	table	ruler
5 ball	fruit	bike	jump rope

2 Read and circle

1 We **listen to / read** the teacher.
2 We **ride / play** football.
3 We **eat / read** lunch.
4 We like to **throw / sing** a ball.
5 We **write / look** at pictures.

3 Read, look and complete

bike	park	school	slide	swings

1 I like to play on the ......swings......
2 We play on the ....
3 I ride my ....
4 We play at the ....
5 I like my ....

43

ACTIVITY BOOK page 43

1 Circle the word that is different

1 Help students to find page 43 in the Activity Book.
2 Show them the rows of words in Exercise 1.
3 Have the flash cards for the words stuck around the room, and get students to point to them as you say them, then practice their pronunciation chorally and individually.
4 Go back to the exercise and point out the example.
5 Ask them to continue in pairs, circling the different word each time.
6 Check their answers as a class.

Answers:

2 bakery
3 climbing frame
4 meat
5 fruit

2 Read and circle

1 Show students that this is another circling exercise and they should use their pencils to form the circles.
2 Do the first one with them as an example.
3 Then, have them continue in pairs.
4 Circulate and check everyone's understood. Offer help as necessary.
5 Check answers with the class.

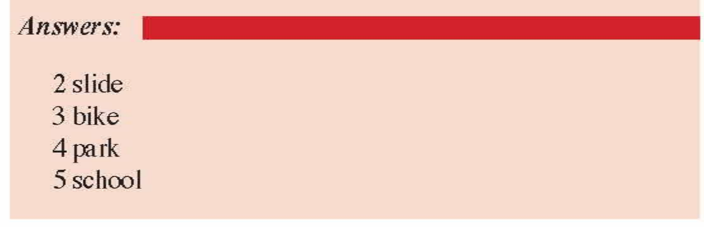


Answers:

1 listen to
2 play
3 eat
4 throw
5 look

3 Read, look and complete

1 Point to the pictures in the sentences and elicit the words.
2 Have students repeat the words in the box.
3 Then ask them to complete the sentences with the words in the box, working in pairs.
4 Circulate and check everyone's on task. Help with handwriting skills if necessary.
5 Check the answers as a class.



Answers:

2 slide
3 bike
4 park
5 school

Closing

- Say *Now you can talk about things at school and in your town, and what you do in the park. You can draw a picture chart, talk about working in teams and make activity cubes to play with.*
- Praise students for their hard work on Unit 3. Tell them that in the next unit, they are going to review everything they have learned this term.

Review 1

LESSON 1 SB page 44 AB page 44

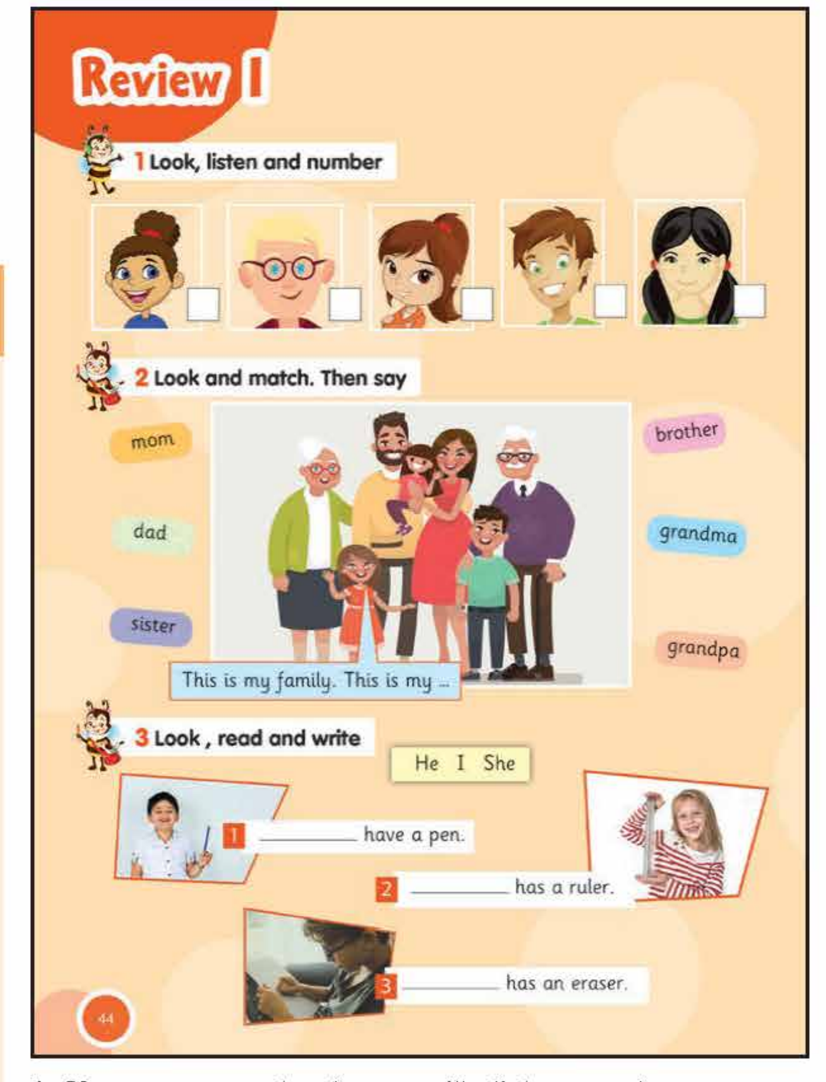
Objectives:	To revise the vocabulary and language from Units 1–3
Vocabulary:	Appearance: *long / short / straight / curly / brown / black / blond hair.* *I have brown / blue / green eyes; glasses* *Family: mom, dad, brother, sister, grandma, grandpa, aunt, uncle, twin* At school: *classroom, playground, sports hall* Descriptions: *tall, short, young, old, funny, kind*
Language:	*I am/He is/She is …* *I have …* *He/She has …* *This is my mother. I have a sister.* *She is … Her name is …* *Do your homework. Don't run in school.* *I can run. I can't swim.*
Materials:	Student's Book page 44 Activity Book page 44 Class CD Flash cards for appearance: curly/straight hair, blue/brown/green eyes, long/short hair, glasses Flash cards for family: mom, dad, sister, brother, grandma, grandpa Stationery realia to check classroom vocabulary, i.e. pen, ruler, eraser, book, pencil, sharpener, etc. A soft ball Coloring pencils

Opener

- Revise appearance using the flash cards.
- Play *Catch and say (1)* (Games bank, page 208) to revise clothes.
- Play *Catch and say (2)* (Games bank, page 208) to revise fruit and vegetables.

Presentation

1 Check the family words with the flash cards.
2 You could stick the flash cards on the board, say the word and ask the students to point. Then say the words and students put up their hands; you choose one student and they come up and take the flash card, if it's correct then they say the next word for the words on the flash cards on the board, other students raise their hands to answer, one person is chosen, and so the game continues.
3 Remember to check all pronunciation.



4 If you are concerned students are still a little unsure about this vocabulary area, write up your family tree on the board and elicit the names of family members, e.g. *Who's Salma? She's your mom,* etc.

STUDENT'S BOOK page 44

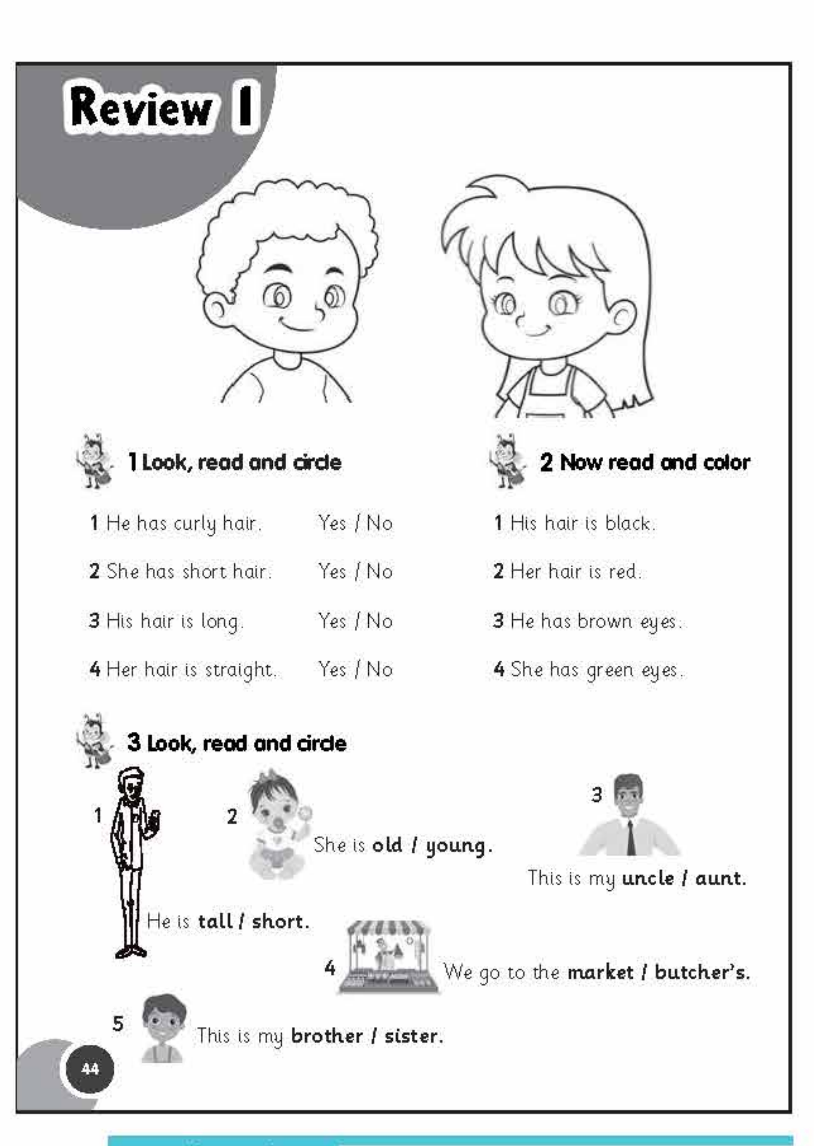
1 Look, listen and number

1 Help students to find page 44.
2 Ask students to say what they can see in the pictures. Encourage them describe all the people. Praise all correct answers.
3 Ask them to listen and to number the pictures in the order they hear them. Play the first part of the CD. Students number the first picture.
4 Repeat the same procedure for all the pictures.
5 Play the CD again.
6 Check their answers as a class.

Audioscript

Narrator: *1*
Narrator 2: *She has brown eyes. She has long hair.*
Narrator: *2*
Narrator 2: *He has blond hair. He has glasses.*
Narrator: *3*
Narrator 2: *She has black hair and green eyes.*
Narrator: *4*
Narrator 2: *She has curly hair. She has blue eyes.*





Review 1

1 Look, read and circle

1 He has curly hair. Yes / No
2 She has short hair. Yes / No
3 His hair is long. Yes / No
4 Her hair is straight. Yes / No

2 Now read and color

1 His hair is black.
2 Her hair is red.
3 He has brown eyes.
4 She has green eyes.

3 Look, read and circle

1 He is **tall / short.**
2 She is **old / young.**
3 This is my **uncle / aunt.**
4 We go to the **market / butcher's.**
5 This is my **brother / sister.**

44

Audioscript

Narrator: *5*
Narrator 2: *He has brown hair and green eyes.*

Answers:



2 Look and match. Then say

1 Ask students to look at the picture and to say what they can see. Elicit all new vocabulary and ask questions for students to talk as much as possible.
2 Ask them to match the family members with the words. Circulate and give help as necessary.
3 When they are confident, they can say their answers.
4 Check their answers as a class. Students can talk about her relations using *This is her… .*

Answers:



Extra practice

❑ Ask students to describe the people, e.g. *Does she have long or short hair? Is it curly or straight?*, etc.

3 Look, read and write

1 Review classroom vocabulary.
2 This can be done easily with classroom realia.
3 Then have a game of *Memory* (Games bank, page 209) with the classroom stationery. If time allows you could also have a game of *What's missing* (Games bank, page 211).
4 Ask students to look at the different pictures and describe what they see.
5 Show them that words are missing and the sentences should be completed with the words above.
6 Have them complete the sentences.
7 Circulate and check everyone's on task.
8 Check answers as a class.

Answers:



1 I 2 She 3 He

ACTIVITY BOOK page 44

1 Look, read and circle

1 Help students to find Activity Book page 44.
2 Ask students to describe what they can see in the pictures.
3 Check *he* and *she* by indicating different students with your hand (don't point as this can appear rude).
4 Do the first one as an example, showing students they should circle 'yes' with their pencils.
5 Have them continue, checking in pairs.
6 Check their answers as a class.

Answers:

1 Yes 2 No 3 No 4 Yes

2 Now read and color

1 Hand out the coloring pencils to each student.
2 Show students they should color according to the sentences, so check the colors by having them point to different-colored things around the classroom, e.g. *Point to a black sharpener, point to a red bag*, etc.
3 Have them color.
4 Circulate, checking and giving support.





Fast finishers

- Ask students to help others who haven't finished, if they would like help.

3 Look, read and circle

1. Look at the pictures with students and have them describe all details.
2. Show students they should circle the key word in the sentences so that they match with the pictures.
3. Circulate and check everyone's on task. Give help as necessary.
4. Check answers as a class.

Answers:

1 tall   2 young   3 uncle   4 butcher's   5 brother

Closing

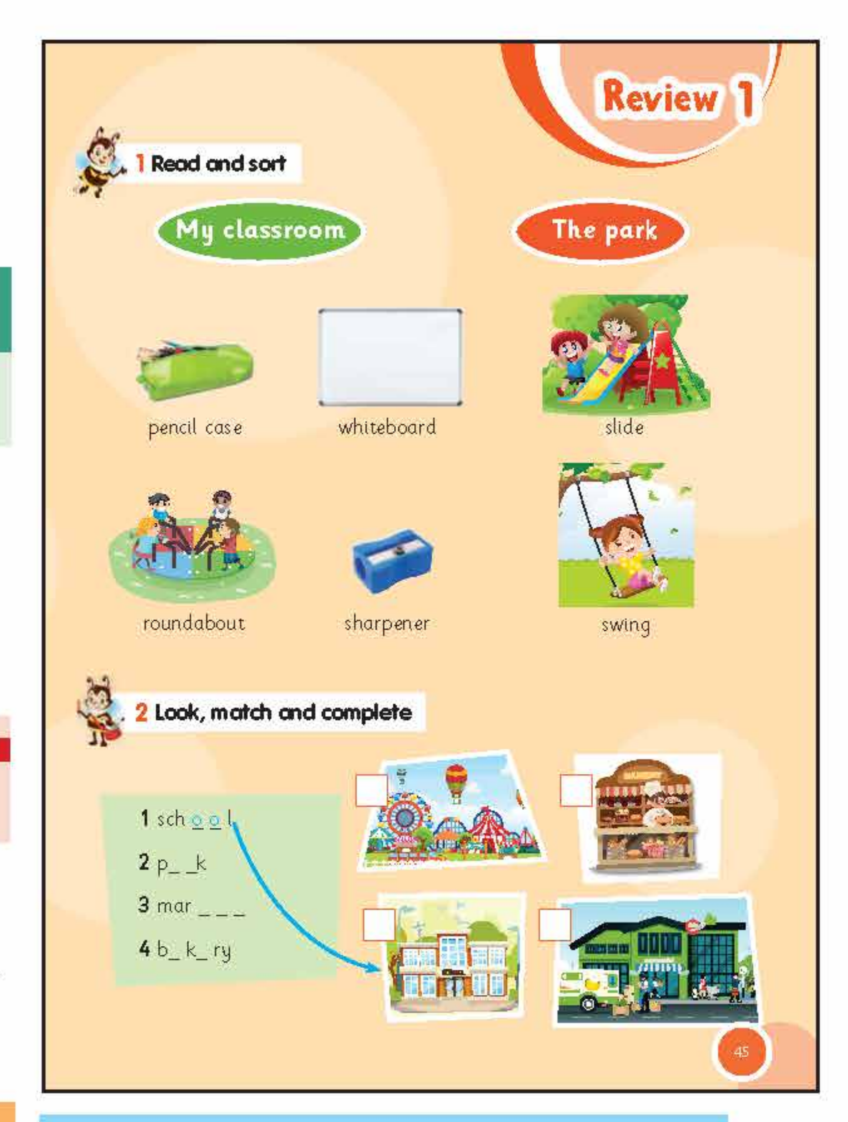
- Remind students that they now know how to talk about appearance, family and things in the classroom.
- Ask them to describe their appearance, e.g. *I have blue eyes and long black hair.*
- Explain that in the next lesson, they will revise some more language from Units 1-3.

LESSON 2 SB page 45 AB page 45

Objectives:	To revise the vocabulary and language from Units 1–3
Materials:	Student's Book page 45 Activity Book page 45 Class CD Flash cards: classroom vocabulary: *pen, pencil, sharpener, eraser, pencil case,* etc. Flash cards at the park: *swing, slide, roundabout* Flash cards for places in town: *school, park, market, bakery, butcher's* Soft ball(s)

Opener

- Play *Sorting* (Games bank, page 210) using the flash cards with classroom vocabulary, at the park and in town. Ask students to sort them into the three different categories.
- Ask students to get up and give them a flash card each (if there are more students than flash cards, you will need to make copies). They should then mingle and have other students say their word.
- Check all the words once again in plenary at the end.



STUDENT'S BOOK page 45

1 Read and sort

1. Help students to find page 45.
2. Ask students to describe what they can see. Alternatively, you could say the word and have them point.
3. Check pronunciation chorally and individually.
4. Show them that they should draw a line from the things to the place, either *My classroom* or *The park.*
5. Have them continue, checking in pairs.
6. Circulate and check everyone's on task.
7. Check answers as a class.

Answers:

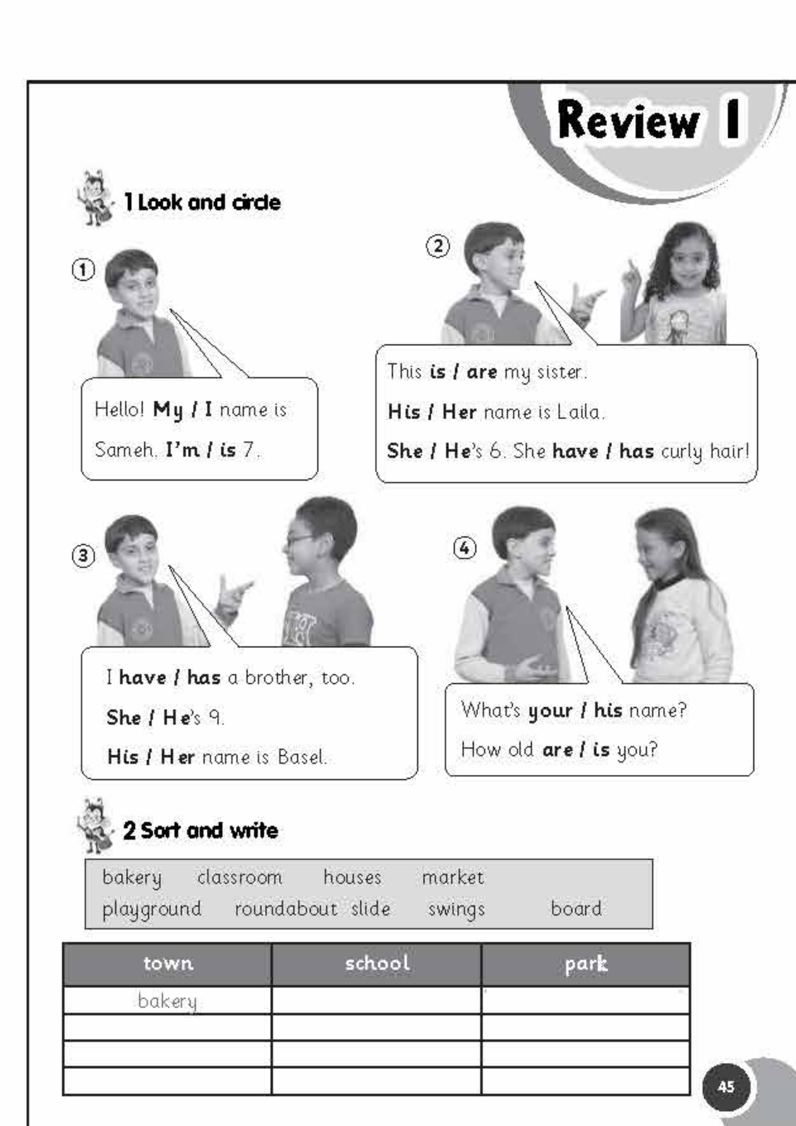
My classroom: whiteboard, pencil case, sharpener

The park: slide, roundabout, swing

2 Look, match and complete

1. Look at the pictures and have students say the words.
2. Show them that they should complete the words by adding letters.
3. Circulate and check everyone's on task.
4. Check answers as a class.




Review 1

1 Look and circle

1 Hello! **My / I** name is Sameh. **I'm / is** 7.

2 This **is / are** my sister. **His / Her** name is Laila. **She / He**'s 6. She **have / has** curly hair!

3 I **have / has** a brother, too. **She / He**'s 9. **His / Her** name is Basel.

4 What's **your / his** name? How old **are / is** you?

2 Sort and write

bakery classroom houses market playground roundabout slide swings board

town	school	park
bakery		

45

Answers:



Extra practice

❏ You could have a game of anagrams: choose a few key words from the lesson and put the letters in the wrong order so students have to unjumble them to make the words, e.g. krbaey (bakery), osochl (school), etc. Students could play individually or in teams.

ACTIVITY BOOK page 45

1 Look and circle

1 Help students to find page 45 in the Activity Book.
2 Read the first sentence and elicit which words should be circled.
3 Ask students to continue, checking pairs.
4 Circulate and check everyone's on task. Give help if necessary.
5 For the correction stage, you could copy the sentences on the board (with the different options in place). Students then come up and circle the correct options.

Answers:

1 My, I'm
2 is, Her, She, has
3 have, He, His
4 your, are

2 Sort and write

1 Ask students to read the words in the word box and check pronunciation, chorally and individually.
2 Show them the table and its column headings.
3 Put the first two words in the correct columns with them – as they have never done this activity type before they will need some support.
4 Check their answers as a class.

Answers:

town: houses, market
school: classroom, playground, board
park: roundabout, slide, swings

Extra practice

❏ Have a game of *Stand up if …* (Games bank, page 210): give students a flash card or two from the lesson and then you say either *town*, *school* or *park*. They should stand up if their word relates to the correct lexical set, e.g. if you say town and they're holding the bakery flash card, they should stand up. You could then make it more specific and say the specific words – they should stand up if you say their word.

Closing

- Remind students that they now know how to talk about appearance, introduce themselves and talk about things in the park and places in town.
- Explain that in the next lesson, they will revise some more language from Units 1–3.



LESSON 3 SB page 46 AB page 46

Objectives:	To revise the vocabulary and language from Units 1–3
Materials:	Student's Book page 46 Activity Book page 46 Class CD Class CD Flash cards: family flash cards, places in town Optional activity: matching slips (needs to be prepared before class)

Opener

- Play *Point to the picture* (Games bank, page 210) using the flash cards for family and places in town flash cards.
- Play *Matching slips*: you write questions on different slips and the answers on others with questions such as *What's your name?/What's this?/How old are you?/Do you have a sister/ brother/cousin?/Who's this?* (all taken from the Student's Book) and their respective answers '*It's a pen./I'm 6.*/etc.
- Give out the slips to the students and drill a few, also elicit from students what the possible answers could be.
- Then have them stand up and move about, saying their question or answer (preferably not showing it) to the others and, if they can match it, keeping the slip. The idea is to keep as many matching slips as possible.
- Once everyone has matched their slips, come back to plenary and review the questions and answers again.

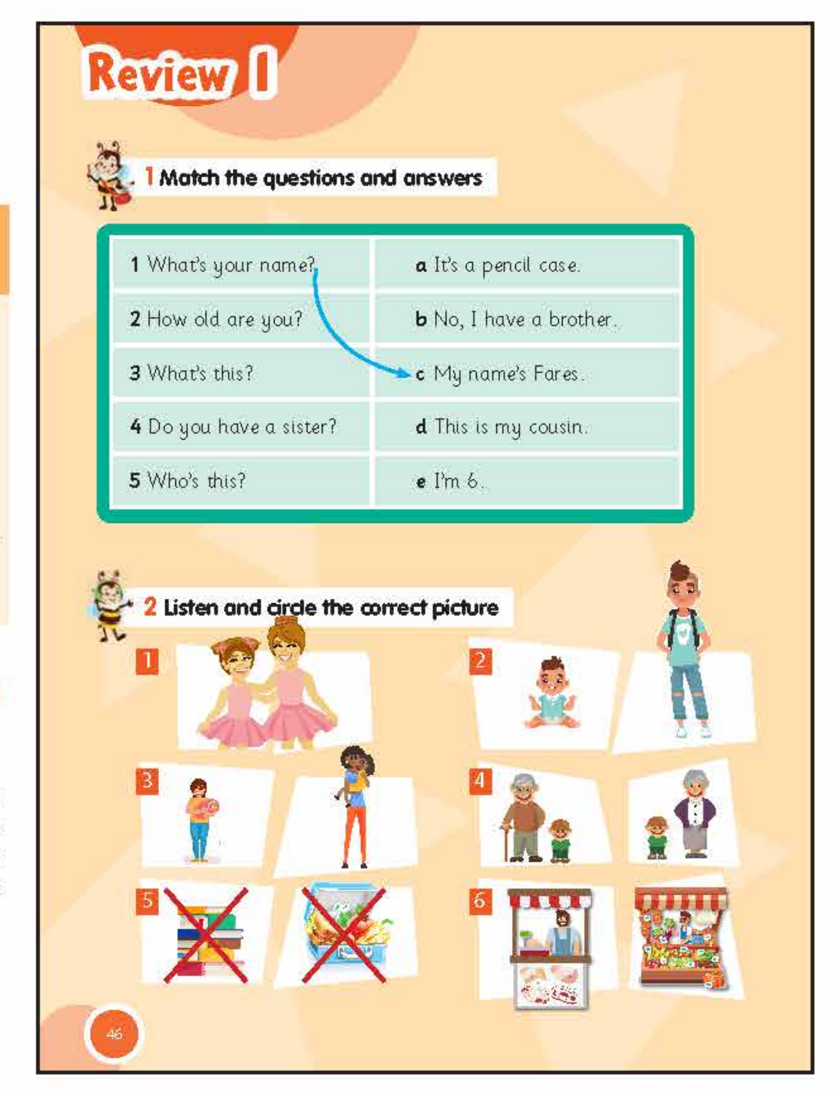
Presentation

1 You should now review some of the key verbs in this first part of the Student's Book, i.e. *write, ride, eat, sing, stand up, listen, wave goodbye.*
2 Review these by miming for the students.
3 Check pronunciation chorally and individually.
4 Do some total physical response practice, whereby you say the words and students should mime them.
5 You can extend this to a game of *Teacher says …* (Games bank, page 211).

STUDENT'S BOOK page 46

1 Match the questions and answers

1 Help students to find page 46.
2 Explain the task. Show students that they should match the questions with the answers.
3 Do the first one with them as an example.
4 Then have them continue.
5 Circulate and help if necessary.
6 Check answers as a class.


Review 1

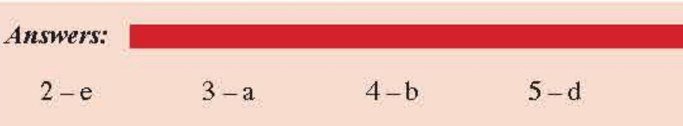
1 Match the questions and answers

1 What's your name?	a It's a pencil case.
2 How old are you?	b No, I have a brother.
3 What's this?	c My name's Fares.
4 Do you have a sister?	d This is my cousin.
5 Who's this?	e I'm 6.

2 Listen and circle the correct picture

1 2 3 4 5 6

46


Answers:

2 – e 3 – a 4 – b 5 – d

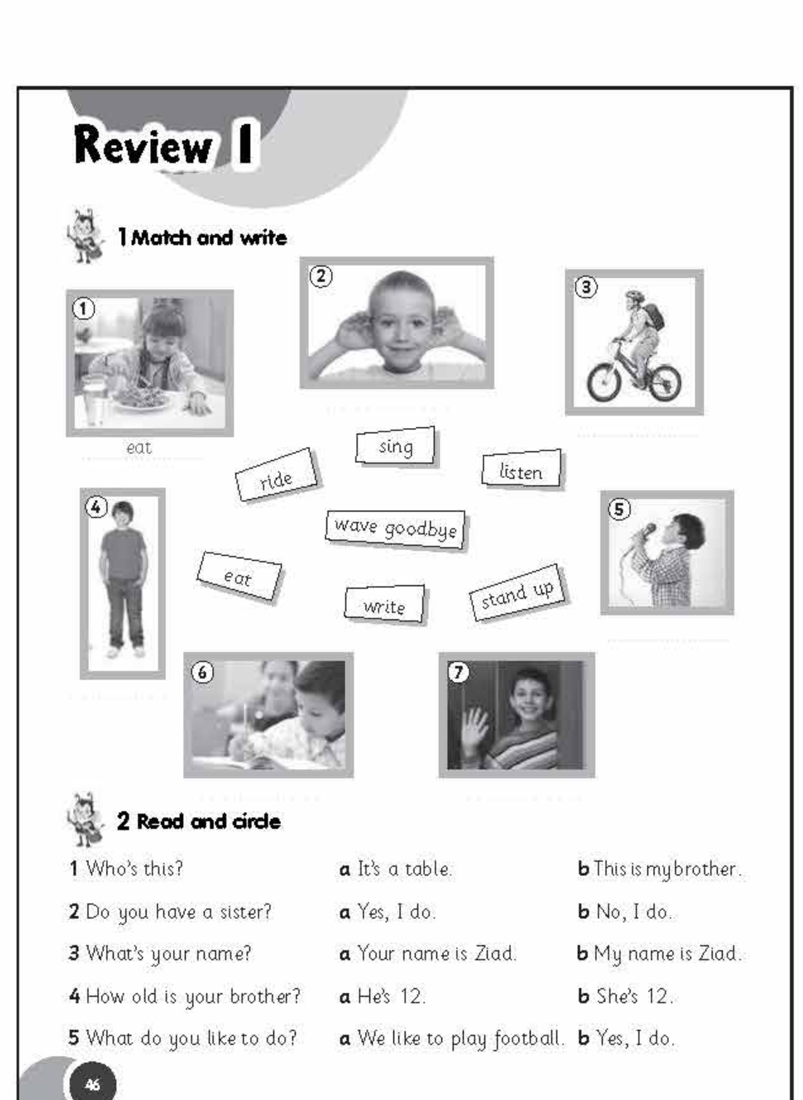
2 Listen and circle the correct picture

1 Encourage students to say as much as they can about all the pictures.
2 Explain the task. Students are going to hear one of each of the pair of pictures described. They need to listen and circle the correct picture.
3 Play the CD. Students listen and choose the correct picture.
4 Play the CD more than once if necessary. Students check in pairs.
5 Check their answers as a class.

Audioscript

Narrator:	*1*
Girl 1:	*My name's Laila. I'm seven.*
Narrator:	*2*
Girl 1:	*Adam is a baby.*
Narrator:	*3*
Girl 1:	*My mom is tall.*
Narrator:	*4*
Boy 1:	*This is my grandpa.*
Narrator:	*5*
Girl 1:	*Don't eat in the classroom.*





Audioscript

Narrator: *6*
Girl 1: *We buy fruit at the market.*

Answers:



Extra practice

- ❑ Encourage students to make similar sentences about the picture that was not described in each pair.

ACTIVITY BOOK page 46

1 Match and write

1. Help students to find Activity Book page 46.
2. Ask students to say what they can see in the pictures.
3. Explain that they now need to match the words to the pictures and then write each word below its matching picture. They can do this individually.
4. Students can check each other's answers.
5. Check their answers as a class.

Answers:

2 listen
3 ride
4 stand up
5 sing
6 write
7 wave goodbye

2 Read and circle

1. Ask students to read the first question and the answers.
2. Tell they should decide which is the correct answer.
3. Do the first one with them as an example.
4. They should then continue in pairs.
5. Check their answers as a class.

Answers:

1 b
2 a
3 b
4 a
5 a

Closing

- Remind students that they now know how to introduce themselves and others, and understand key verbs in English.
- Explain that in the next lesson, they will revise letter sounds from Units 1–3.



LESSON 4 SB page 47 AB page 47

Objectives:	To revise the key letter sounds from Units 1–3 To revise the vocabulary and language from Units 1–3
Materials:	Student's Book page 47 Activity Book page 47 Class CD The letters of the alphabet on pieces of paper

Opener

- Play *Point to the letter* (Games bank, page 210) using the letter sounds *p, b, ch* and *sh*.
- Play *Missing sound* (Games bank, page 209) to practice them further.

STUDENT'S BOOK page 47

1 Listen and say. Then complete the words

1 Help students to find page 47. Ask them to read the two single and two letter combinations in the blue box.
2 Ask students to say what they can see in the pictures.
3 Play the CD. Students listen and check to see if they were correct.
4 Play the CD again, pausing after each word for students to complete the words.
5 Now, ask students to say the words. Check their pronunciation chorally and individually.

Audioscript

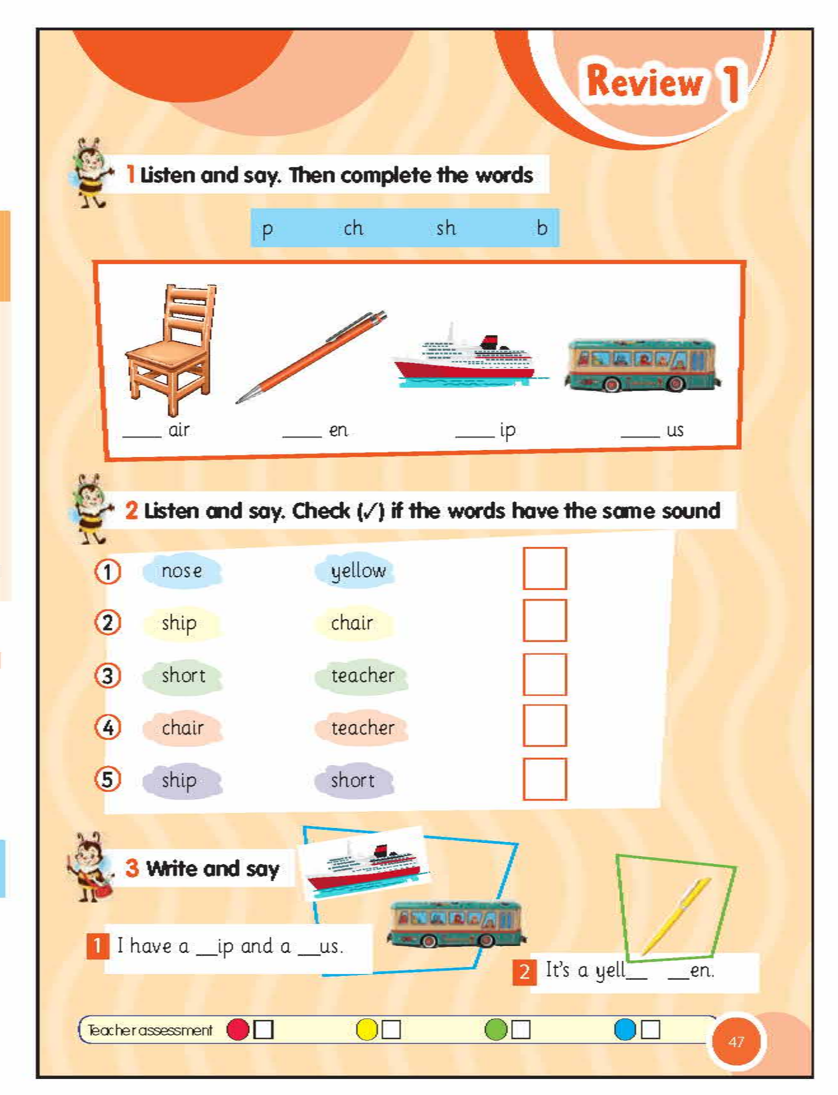
chair, pen, ship, bus

Answers:

chair
pen
ship
bus

2 Listen and say. Check (✓) if the words have the same sound

1 Ask the students to read the words. Can they check the words with the same sound?
2 Play the CD. Students listen and check their answers.
3 Play the CD again, pausing after each word for students to repeat the words.
4 Check their answers as a class.



Audioscript

Narrator:	*1*	
Narrator 2:	*nose*	*yellow*
Narrator:	*2*	
Narrator 2:	*ship*	*chair*
Narrator:	*3*	
Narrator 2:	*short*	*teacher*
Narrator:	*4*	
Narrator 2:	*chair*	*teacher*
Narrator:	*5*	
Narrator 2:	*ship*	*short*

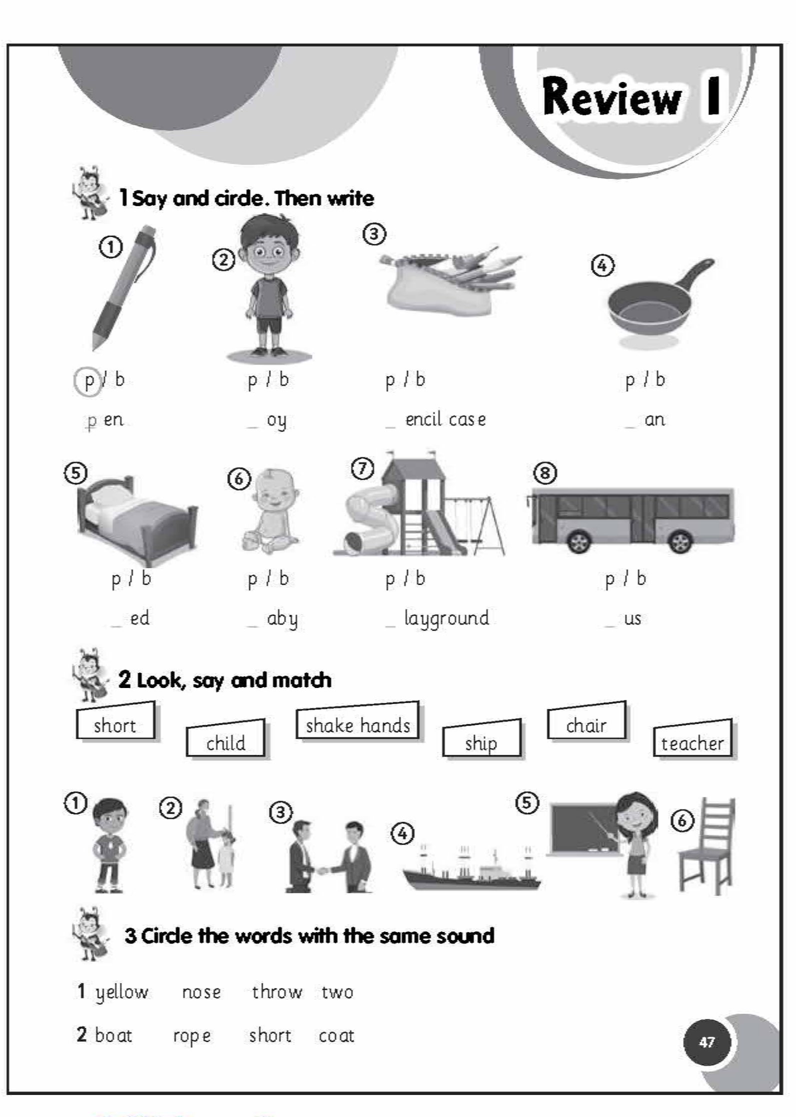
Answers:

1 ✓ 4 ✓ 5 ✓

Extra practice

❑ Say a letter sound e.g. /tʃ/. Students say a word that begins with that sound: e.g. *chair*. Repeat with the other letter sounds from the exercise.




Review 1

1 Say and circle. Then write

p / b — p en
p / b — _ oy
p / b — _ encil case
p / b — _ an
p / b — _ ed
p / b — _ aby
p / b — _ layground
p / b — _ us

2 Look, say and match

short   child   shake hands   ship   chair   teacher

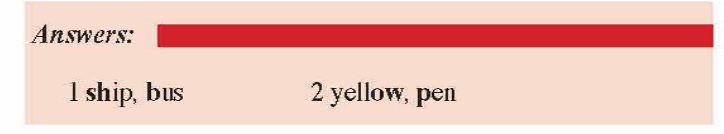
3 Circle the words with the same sound

1 yellow   nose   throw   two
2 boat   rope   short   coat

47

3 Write and say

1 Ask students what they can see in the pictures.
2 Now ask them to complete the sentences with the correct letters. They can do this in small groups, with each student taking it in turns to say a sentence. Other students listen and write in the missing letters.
3 Check their answers as a class. Check their pronunciation of the missing letters.


Answers:

1 **ship**, **bus**   2 yellow, **pen**

Teacher assessment

- Complete the Teacher assessment depending on how well each student has done on Units 1–3. Ask the students to look at their mark. If they have a red or yellow tick, ask them how they could improve their work (for example, by going back over some of the tasks). Offer help and encouragement.

ACTIVITY BOOK page 47

1 Say and circle. Then write

1 Help students to find Activity Book page 47.
2 Ask students to describe the pictures.
3 They should then say the words. Check their pronunciation carefully.
4 Show them that they should write the missing letters in the words.
5 Circulate and give help as necessary.
6 Check their answers as a class.

Answers:

2 **b**oy	3 **p**encil case	4 **p**an	5 **b**ed
6 **b**aby	7 **p**layground	8 **b**us	

2 Look, say and match

1 Ask students to look at the pictures and elicit the words.
2 Then show them the words in the word box above.
3 Tell them they don't need to write the words but they should draw a line from the pictures to the correct word.
4 Do the first one with them as an example. They may think they need to write the word somewhere, but this is not the case.
5 Ask them to continue, and circulate, giving help as necessary.
6 Check their answers. Ask them to read the words aloud.
7 **NB**: If students are finding it hard to distinguish between *sh* and *ch*, it can be helpful to show them what the difference is by showing the roof of the mouth with the right hand and the point where the tongue hits the teeth with your left hand.

Answers:

1 child	2 short	3 shake hands
4 ship	5 teacher	6 chair

3 Circle the words with the same sound

1 Say the students should read the words in each line.
2 Read aloud with them, then they can repeat.
3 They should decide which words have the same sound.
4 Check their answers. Ask them to read out the words.
5 Check their pronunciation once again.

Answers:

1 yellow, nose, throw
2 boat, rope, coat

Closing

- Remind students of what they have learned so far.
- Say *You can identify, write and say some common letter sounds.*
- Say *Next you will learn about homes around the world.*

Non-fiction reader

LESSON 5 SB pages 48-49

Objectives:	To read a non-fiction text to answer questions To identify key words from the story
Vocabulary:	*new, old, big, cold, warm, different, unusual; home, terraced house, cottage, apartment building, houseboat, turf house, cave, floating home;* Countries: *USA, Iceland, Spain, UK*
Language:	*Egypt has old and new houses. A cottage is old. A floating house is on the water. A turf house is warm. The cave house is in Spain.*
Materials:	Student's Book pages 48 to 49 Class CD Flash cards from Units 1-3: short hair, straight hair, curly hair, brown hair, black hair, blond hair; brown eyes, blue eyes, green eyes; mom, dad, brother, sister, grandma, grandpa, aunt, uncle; tall, short, young, old, funny, kind; clothes store, shoe store, book store, grocery store, bakery, butchers, market; new, old, cold, warm; terraced house, cottage, apartment building, houseboat, turf house, cave, floating home Pre-prepared grids for the extra activity

Opener

- Have a game of *Hello!* (Games bank, page 209).
- Have a game of *Noughts and crosses* (Games bank, page 210) with the vocabulary from Units 1-3 stuck around the board – once one is used take it down and replace with another flash card from the pack.

Presentation

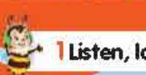
1 Explain to the class that in today's lesson, the class will learn about different homes around the world. First, they are going to learn some words from the story.
2 Use the flash cards or extra pictures to present the words.
3 Present the words and generate interest by exploiting the pictures, e.g. *Where is this house? Is it new or old? Is it big or small? Is it pretty? Is that place cold or hot?, Is the house on water?*, etc.
4 Clarify the concept of 'home' rather than 'house'.

STUDENT'S BOOK pages 48-49

1 Listen, look and read

1 Now, look at the two pages of the text together. Ask *What can you see?* Have students describe the houses in as much detail as possible, e.g. *Where is this house? Is it new or old? Is it big or small? Is it pretty? Is that place cold or hot? What country is it? Do you like it?*, etc.
2 Read the text aloud, line by line, checking students understand everything.
3 Have students repeat.
4 Ask students, e.g. *Do you like the turf house?, floating house?*, etc. *Why? Why not? Which is your favorite house? Why?*

Homes around the world



1 Listen, look and read



Your **house or apartment** is your home. Homes are **different** all around the world.

1



Egypt has some very **new houses** ...

2



and some very **old** houses.

3



In the UK, some people live in **terraced** houses.

4



This is a **cottage**. It is old.

5



This is a **new** house. It is **big**.

6



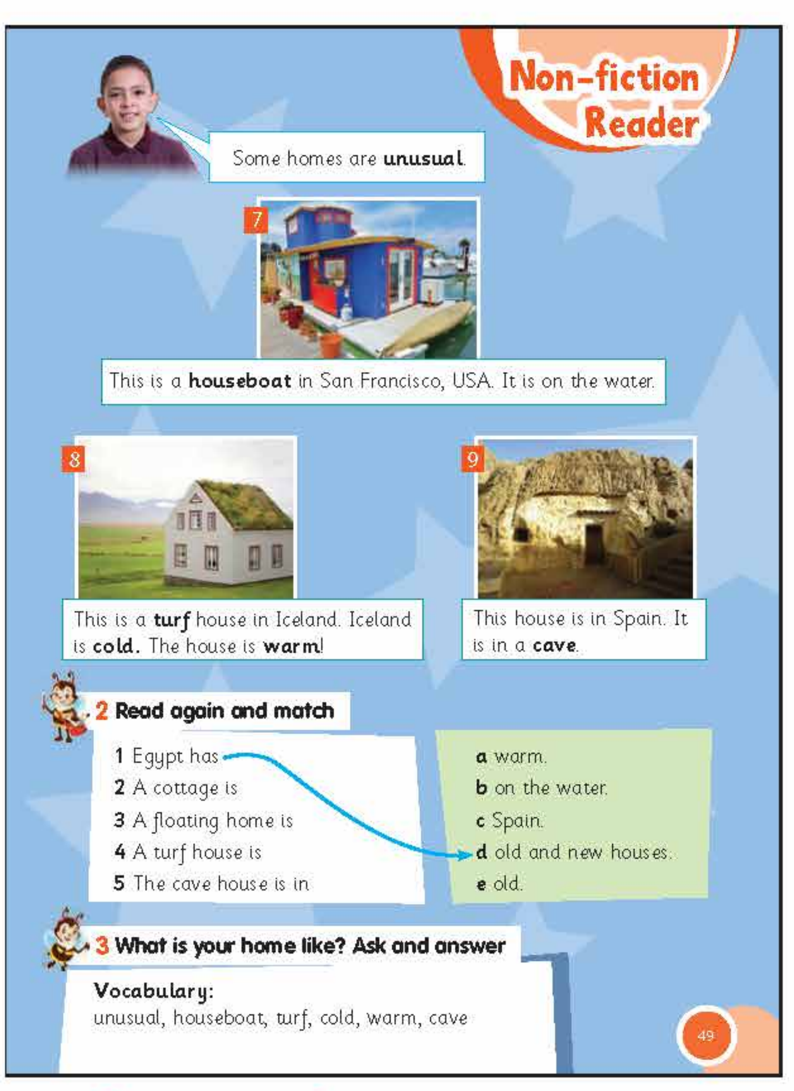
This is an **apartment** building. It is **new**. Lots of people have homes in here.

48

Audioscript

Homes around the world
Your house or apartment is your home. Homes are different all around the world.
Egypt has some very new houses…and some very old houses.
In the UK, some people live in terraced houses.
This is a cottage. It is old.
This is a new house. It is big.
This is an apartment building. It is new. Lots of people have homes in here.
Some homes are unusual.
This is a houseboat in San Francisco, USA. It is on the water.
This is a turf house in Iceland. Iceland is cold. The house is warm!
This house is in Spain. It is in a cave.




Non-fiction Reader

Some homes are **unusual**.

7

This is a **houseboat** in San Francisco, USA. It is on the water.

8

This is a **turf** house in Iceland. Iceland is **cold**. The house is **warm**!

9

This house is in Spain. It is in a **cave**.

2 Read again and match

1 Egypt has
2 A cottage is
3 A floating home is
4 A turf house is
5 The cave house is in

a warm.
b on the water.
c Spain.
d old and new houses.
e old.

3 What is your home like? Ask and answer

Vocabulary:
unusual, houseboat, turf, cold, warm, cave

49

Extra practice

- Encourage students to make a 'favorite house' chart.
- Draw this example on the board or give students a copy of the pre-prepared grid:

Name	Terraced house	Cottage	Apartment	Houseboat	Turf house	Cave
Ahmed		✓				
Dina				✓		

- Ask students to write in all students' names on left-hand side. If you have a large class, give them 10 names each to write and make sure everyone in the class is interviewed.
- Then, ask them to stand up and mingle, holding their grids, a pencil and something to lean on. They should then ask 'What is your favorite house?' and check the correct box.
- When everyone has finished, ask them to sit down and have a feedback stage: ask them *Who likes terraced houses? Who likes …? Why?*

2 Read again and match

1 Show students that they should match the beginning and end of the sentences using their pencils.
2 Do the first one with them as an example.
3 Have them continue, working in pairs.
4 Circulate and check everyone's on task. Give help if necessary.
5 Check answers as a class.



Answers:

2 – e
3 – b
4 – a
5 – c

3 What is your home like? Ask and answer

1 Read the question with the class. Answer the question for yourself. Students will be interested to learn about their teacher's home.
2 Put students in pairs to ask each other the question and answer it with information about their own home.
3 Go around the classroom, monitoring and helping as necessary.
4 Choose some confident pairs to demonstrate their conversation to the class.

Closing

- Tell students that they have now read a text about houses around the world. Praise their achievements.